

Inspection of Whiz Kids Day Nursery

Brightfield Business Hub, Bakewell Road, Orton Southgate, Peterborough PE2 6XU

Inspection date: 15 February 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not assured, due to weaknesses in safeguarding practice. The senior leadership team, who are the designated safeguarding leads, do not understand how to respond appropriately should an allegation of harm be made against a member of staff, including sharing information with other agencies and Ofsted.

Children, including those who have specific individual needs, do not receive the quality of care and education they are entitled to. Children do not have access to learning that is tailored to their individual needs. As a result, children do not engage in meaningful play and learning. Children have few opportunities to engage with staff due to staff managing a number of tasks and children's behaviour. This limits children's ability to develop key skills for future learning. Staff are also unable to work with children to close identified gaps in their development. This reduces the progress of children with developing special educational needs and/or disabilities (SEND).

Children independently access the resources on offer. However, they become easily bored and wander around aimlessly. At times, children struggle to manage their emotions as staff do not receive the support to manage challenging behaviours in a consistent way. This means some children become upset and are not supported adequately.

What does the early years setting do well and what does it need to do better?

- The provider does not have adequate oversight of the nursery or their responsibilities as a registered provider, to ensure they are meeting all requirements. For example, external statutory agencies and Ofsted were not informed of recent allegations against staff who work with children. This does not ensure ongoing suitability checks are in place. The provider does not follow their own and the local safeguarding partner procedures for allegations against staff.
- The quality of education is not consistent enough to enable all children, including those with SEND, to make good progress. Some staff understand the areas of learning that they are teaching, while others do not. At times, activities are not challenging enough for some children and too challenging for others. For example, babies play on the floor with a tray of jelly and spoons. They quickly become bored and crawl away. Older children show interest in completing an age-appropriate jigsaw. However, the jigsaw contains four different jigsaws and when the staff member empties all pieces onto the table it then becomes too challenging for children.
- Staff do not manage children's behaviour consistently. The provider does not

ensure that staff have adequate guidance about how they expect them to deal with challenging behaviours. As a result, children are not taught how to manage and understand their own emotions. They become confused and repeat unwanted behaviour. For example, at times staff remind children to use 'kind hands' and at other times are told 'no thank you'. Occasionally, staff ignore some children when they are upset and ask others to find the image of a face that shows how their friends might feel.

- Children's play and learning are often disrupted, when staff working with children are frequently called to support other children or staff in other rooms. At times, when staff can sit with children, there are moments of children engaging with staff to support their learning. For example, children sit alongside each other and play a board game to match animals on the farm. However, when the staff member moves away from the children, the activity loses focus. Some children become upset because other children are hiding the animals.
- Babies and older children have little access to outdoor learning. When children do play in the garden, they have limited play equipment and toys while outdoors. As a result, they lack stimulation, become easily bored, and they push and take toys from other children.
- Staff feel supported by the manager. They have some time with the manager to share how they feel and are beginning to engage in peer-to-peer observations. However, staff morale is low, and there is a lack of support from senior leaders to target support and training they need to develop the level of knowledge and skills required for the role and future development. This has a negative impact on children's learning experience and welfare.

Safeguarding

The arrangements for safeguarding are not effective.

There is limited oversight from the provider regarding safeguarding. This, coupled with their poor knowledge of some of their responsibilities, means that the approach to child protection is inconsistent. All staff have a good knowledge of all signs of abuse and the processes to follow. The manager and staff are fully aware of their responsibility to report allegations of harm to the relevant outside agency and Ofsted. However, staff did not feel confident to challenge senior management when they did not follow the correct procedure. This does not ensure children's safety.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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take action to ensure that leaders understand the correct procedures to follow should an allegation be made against a member of staff, including notifying relevant external agencies and Ofsted of the action taken, within the prescribed timescale	13/03/2023
improve staff's awareness of how to provide consistent support for all children to understand the daily routines and what is expected of them, in particular those children with SEND	13/03/2023
improve staff's understanding of behaviour management strategies, so that they have a consistent approach to better support children's understanding of positive behaviour	13/03/2023
ensure outdoor activities are planned and taken daily	13/03/2023
enhance the use of professional development opportunities to focus more precisely on building staff's knowledge and understanding, to raise the quality of teaching.	13/03/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that practitioners understand what they want children in the setting to learn and provide effective learning experiences that stimulate children's interests and respond to each child's emerging needs.	13/03/2023

Setting details

Unique reference number	2654792
Local authority	Peterborough
Inspection number	10278253
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	40
Number of children on roll	27
Name of registered person	Whiz Kids Lynchwood Ltd
Registered person unique reference number	RP533413
Telephone number	01733 595759
Date of previous inspection	Not applicable

Information about this early years setting

Whiz Kids Day Nursery registered in 2021. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 6.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Topham

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The manager and the inspector carried out a joint observation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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