

Inspection of Discovery Childcare

85 Smithurst Road, Giltbrook, NOTTINGHAM NG16 2UD

Inspection date: 13 October 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised because staff are not able to identify and manage child protection concerns appropriately.

Children have varied opportunities for physical activity and show excitement for outdoor play. Toddlers run safely and negotiate through tight spaces when using sit-and-ride toys. They extend this play as they ride through a tunnel and listen to staff instructions as they then attempt to go backwards. They use the handrail as they climb the steps on the frame to keep themselves safe. Babies enthusiastically join in with a singing activity and bob up and down or wave their arms. However, their enthusiasm and attention quickly diminishes when staff interrupt them while carrying out other duties, such as tidying resources away, or removing children from the activity to change their nappy. Children sometimes wander without purpose or do not fully engage in activities due to the lack of interaction from staff.

Children follow the rules and routines of the nursery. They line up to go outside or to wash their hands for lunch and wait while other children complete this task. Older children show self-control when they need additional resources during an activity. They check to see what is available and then ask staff if they need more items.

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

- Staff fail to demonstrate that they are alert to child protection concerns, particularly those that happen outside of the nursery. They show insufficient professional curiosity with regards to information that is shared with them. Staff are not taking swift and appropriate action to ensure children are safeguarded.
- Staff work in partnership with parents, carers and external agencies and professionals to secure additional support for those children that are at risk of, or have a delay in, their development.
- Staff manage children's behaviour effectively. They use skilful intervention to defuse potential squabbles. They consistently praise and encourage children. Children behave well, such as following instructions to take turns sitting on a favourite chair.
- Staff establish what children already know and can do when they first start at the nursery. However, they are not using this information well enough to build on children's learning. The curriculum does not always identify what knowledge, skills and understanding the staff want children to learn. Furthermore, it is not sufficiently ambitious with regards to ensuring children make the best possible progress in all areas of learning.
- Staff provide some effective support for learning. For example, they help children in the toddler room to recognise similarities and differences, develop

their recall skills, count and take turns when they play a matching game. However, the support for learning is inconsistent. Staff do not always help children to learn new things, in order to progress in their development. For example, children in the pre-school room make cakes with play dough. Staff interaction is limited to repeating what children already know and can do. This poor quality engagement from staff, alongside a lack of resources limits children's imaginations which staff intended children to develop.

- The manager monitors the performance of staff through appraisals, discussions and some observations of practice. However, she is not evaluating support for children's learning thoroughly enough to identify where staff practice needs to improve.
- At times, staff are attentive to children's needs, for example, when younger children are tired. However, the deployment of staff at particular times of the day, such as during the transition between activities and routines, is not as effective. For example, younger children wait in their chair before and after meals for a long time which leads to some of them being upset. Children in the toddler room wander around after tea due to a lack of encouragement from staff to engage in any activities which may stimulate their interests or learning.
- Staff provide activities that some children may not have had the opportunity to experience, such as baking activities or messy play. However, staff do not find out about all children's prior individual experiences to ensure they are giving every child these opportunities.
- Staff have made effective use of knowledge acquired on oral hygiene training. For example, they have improved the menu to provide healthy options for dessert. Staff are knowledgeable about children's dietary needs and the alternative meal options that children are allowed to eat to support their good health.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not have a suitable knowledge and understanding of how to recognise and manage child protection concerns. The provider has not monitored the effectiveness of the safeguarding training that staff have undertaken. Managers undertake appropriate checks on staff to establish their suitability to work with children. Staff consistently supervise children during activities, including when they access the large climbing frame, to ensure their safety. The premises are secure and children access equipment and resources that are age-appropriate and well maintained. There are effective procedures in place to ensure children's safety when they are asleep.

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
ensure that staff are alert to any issues of concern in a child's life at home or elsewhere, that they understand and can follow the setting procedures and demonstrate that appropriate action has been taken with regards to recent concerns	27/10/2021
ensure that the performance management of staff identifies weaknesses in practice and provides appropriate support to help staff to improve their knowledge and skills	12/11/2021
ensure that staff understand their roles and responsibilities, in order to consistently meet the needs of children, particularly during the transition between activities and routines.	12/11/2021

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

	Due date
ensure that the curriculum identifies the knowledge, skills and understanding that children will learn and is ambitious in helping children to make the best possible progress	13/12/2021
ensure that staff provide appropriate support for learning and development to help children to build on what they already know and can do.	13/12/2021

Setting details

Unique reference number	EY401449
Local authority	Nottinghamshire County Council
Inspection number	10210434
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 10
Total number of places	81
Number of children on roll	157
Name of registered person	Cared 4 Limited
Registered person unique reference number	RP909645
Telephone number	01159384805
Date of previous inspection	21 November 2017

Information about this early years setting

Discovery Childcare registered in 2009 and is in Giltbrook, Nottinghamshire. The nursery employs 21 members of childcare staff. Of these, one holds early years professional status, one has a qualification at level 6, one at level 5, 13 at level 3 and three at level 2. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round with the exception of bank holidays and the week between Christmas and New Year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Justine Ellaway
Will Good

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors completed a learning walk. They observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke to staff and children at appropriate times during the inspection.
- The inspectors completed a joint observation with the manager.
- The inspectors held a meeting with the manager and the directors of the nursery. They looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspectors spoke to parents and carers during the inspection and took account of their views.

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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