

# Inspection of Walmgate Day Nursery

Walmgate Day Nursery, 34 Walmgate, YORK YO1 9TJ

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Inspection date: 31 May 2023

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety and well-being cannot be assured due to weaknesses in practice. Staff do not follow procedures for children who have food allergies and intolerances rigorously enough. In addition, leaders and managers are unable to provide evidence that they have carried out checks on the suitability of some staff. Despite these areas of concern, children are generally happy and settled in the nursery. They are cared for by staff who know them well and are attentive to their needs. There are effective settling-in arrangements in place for children who are new to the nursery.

Children behave well. They receive regular praise for using good manners. Children learn to share and to take turns. Staff build positive relationships with children. They give children plenty of cuddles and reassurance if they become unsettled or feel unwell. Babies giggle with delight as staff encourage them to crawl through a tunnel. Toddlers confidently talk to staff as they engage in role-play activities. In the pre-school room, children develop their mathematical skills through skilful questioning as they make play dough shapes. However, children's play is not always purposeful, and many children spend too much time wandering around looking for something to do.

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

- A range of new procedures to meet individual children's dietary needs have been developed following an incident earlier in the year. Staff freshly prepare nutritious meals, taking children's special requirements into account. However, on the day of inspection, a snack provided by staff in one of the rooms was not suitable for all children in the room. Although prompt action was taken when this was pointed out, children's health and well-being were compromised.
- The provider carries out appropriate checks with the Disclosure and Barring Service (DBS) on new staff members. However, the manager was unable to provide evidence that any other suitability checks have been carried out. This compromises children's safety.
- Staff confidently describe the purpose of the activities they plan for children. However, they do not consistently match learning opportunities accurately enough to individual children's needs. For example, staff provide young children with colouring-in sheets even though they are not able to hold or control a pencil well enough. Children, who staff say need to engage more with other children, are not encouraged to join others in their play.
- Children with special educational needs and/or disabilities (SEND) receive effective interventions. Staff prepare support plans and share these with parents. Children's key persons provide dedicated time to focus on strategies recommended by professionals from other agencies, such as speech and

language therapy. They make appropriate use of any additional funding. As a result, children with SEND make progress.

- Staff use a range of different questions to promote children's communication and language. They use songs and rhymes effectively in the baby room. At mealtimes, staff sit at the table and talk to children. However, staff focus their attention on more-confident children. This means that quieter children do not participate enough in group activities. When children play independently, less-confident children do not always benefit from interactions with staff. As a result, they spend too much time wandering around without purpose.
- Staff support children to become increasingly independent as they progress through the nursery. Babies are encouraged to feed themselves. Pre-school children serve their own food. However, children have to wait too long at the table, which makes them restless.
- Partnerships with parents are generally effective. Parents know about the key-person system. They welcome the detailed feedback they receive when they collect their children. However, staff do not always communicate to others in the most appropriate way, the information parents pass on to them, when they drop off their children. Children's learning is interrupted when staff pass on this information to other staff, and they do not consider whether it is appropriate to share the information in front of other children.
- The manager has a clear understanding of what she wants children to learn. There is a clear emphasis on ensuring that children are equipped with the skills and knowledge they need to prepare them for the next stage in their learning. Currently, pre-school children are supported to be ready for their move on to school.
- The manager is aware of the areas of improvement required within the nursery. There have been several recent changes to the staff team, and she is working hard to ensure that they understand their roles and responsibilities. The manager has welcomed support from the local authority.

## Safeguarding

The arrangements for safeguarding are not effective.

Although the provider carries out checks from the DBS, they are unable to provide evidence of any other measures they have carried out to ensure the suitability of some staff. The provider has said that references have been checked for recent appointments, but there are no records of this. There are appropriate induction procedures in place, including ensuring that staff are familiar with the nursery's safeguarding policy and procedures. Staff can describe the indicators of a range of different forms of abuse, such as neglect and sexual abuse. They know what to do if they have any concerns about a child or about the conduct of a member of staff. Staff carry out effective risk assessment processes to make sure that the premises are safe and secure.

## What does the setting need to do to improve?

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

	<b>Due date</b>
ensure that procedures to manage children's special dietary requirements are understood and implemented by all staff	30/06/2023
improve staff's delivery of the curriculum, so that they focus more closely on individual children's learning needs to enable all children to make effective progress	16/06/2023
make sure that effective procedures are put in place to demonstrate that checks have been carried out to ensure that staff are suitable to work with children.	16/06/2023

**To further improve the quality of the early years provision, the provider should:**

- support staff to improve the engagement of quieter children in purposeful play and learning, during group activities and free play
- improve mealtime routines to maximise learning opportunities and reduce the amount of time children need to wait for their food
- improve the sharing of information between staff and parents, so that this is done in a timely but appropriate way.

## Setting details

<b>Unique reference number</b>	2697150
<b>Local authority</b>	York
<b>Inspection number</b>	10293615
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Walmgate Day Nursery Ltd
<b>Registered person unique reference number</b>	2697147
<b>Telephone number</b>	01904 733833
<b>Date of previous inspection</b>	10 January 2023

## Information about this early years setting

Walmgate Day Nursery re-registered in 2022 and is located in York. The nursery employs 15 members of childcare staff. Of these, 12 members of staff hold appropriate early years qualifications at level 2 or above. The manager has a degree in Early Childhood Studies. The nursery opens from Monday to Friday, all year round, except for a week at Christmas and bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jan Batchelor

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- Children communicated with the inspector during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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