

Whipper Snappers Nursery

Bungalow 2 Newman University College, Genners Lane, BIRMINGHAM, B32 3NT

Inspection date

Previous inspection date

01/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- The provider has not responded to complaints from parents and a complaints record is not available. As a result, the partnership with parents is not sufficiently robust.
- Activities are not always sufficiently interesting or challenging to stimulate children's learning and staff do not consistently use appropriate teaching strategies to support children's progress.
- The monitoring of planning and assessment is not sufficiently rigorous to ensure staff make consistently accurate assessments of children's development. Consequently, the next steps in children's learning and their progress are not always effectively supported.
- The self-evaluation process does not include all staff and children and does not identify all areas where improvements can be made for the benefit of the children.

It has the following strengths

- A fair selection of good quality resources are available and, as a result, children's exploratory skills are reasonably promoted as they develop their child-led play.
- Children are happy in the setting where they form strong relationships with adults and they are generally well behaved.
- Staff have a clear understanding of keeping children safe and there is an established professional development programme in place to identify training needs to enhance their knowledge to support children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at children's assessment records and a selection of other documentation.
- The inspector conducted a tour of the premises during the inspection.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation of a teaching and learning activity with the manager.
- The inspector held discussions with the provider and the manager.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke to the manager, staff and children during the inspection.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Whipper Snappers Nursery was re-registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three nurseries owned by the provider and is situated in a converted bungalow in the grounds of Newman University in the Bartley Green area of Birmingham. The nursery serves the local area and is accessible to all children. The nursery operates from four rooms and there is a fully enclosed area available for outside play.

The nursery employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round, except for two weeks at Christmas. Sessions are from 8am to 5.45pm. Children attend for a variety of sessions. There are currently 19 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide written responses within the required time frame to complaints from parents or carers, and ensure a record of complaint is available to Ofsted at all times to clarify how the complaint was addressed and to demonstrate an effective partnership with parents
- develop the educational programme to provide interesting experiences and challenges appropriate to the development of the children, and improve staff's use of appropriate teaching strategies to promote their learning effectively at all times
- develop effective methods of monitoring the planning and assessments to ensure staff make accurate assessments of children's development to plan the next steps in their learning, to support them effectively in making good progress towards the early learning goals.

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

- build on self-evaluation by extending how the views of children and all staff are included and ensure it is sufficiently robust to identify key areas for further improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff have insufficient understanding of delivering activities that promote children's learning. As a result, they do not make good enough progress in their development. Staff provide a fair range of play experiences and support these with a wide range of age-appropriate resources. This means that children's concentration is maintained as they explore their surroundings. Children learn to count during routine activities as they sit at tables during meal times when they count the number of children present. They often access books on their own or sit to listen to stories. As a result, children are developing an understanding that print carries meaning. A varied selection of resources including small world toys, bricks and puzzles are within children's reach. There is a fair balance of adult-led and child-initiated activities when children choose resources for their play.

Staff use information gained from observations of children's learning to plan activities and they complete progress reports to share with parents. However, the development bands, including those for the progress check at two years, are not always accurately identified. Although staff use information gained from observations to identify the next steps in children's learning, these are not always accurate and therefore do not support children effectively. Consequently, children's learning is not sufficiently linked to what they can do or what they know to move them on adequately. The staff obtain clear information about children's abilities when they first start and regular feedback to parents is maintained. Parents write comments in learning journals and discuss targets they have identified for their children. For example, they ask staff to support children in developing number skills. Staff encourage parents to take home books for reading and this supports children's language skills appropriately.

Staff promote some aspects of children's self-awareness through planned activities, for example, face painting. However, activities are not sufficiently challenging nor appropriately adapted for children's age and stage of development. For example, staff do not provide children with appropriate paintbrushes to meet their individual needs. They cut out templates for all children so older children are not challenged to learn new skills. Staff talk to children during the activity using closed questions so children do not develop their critical thinking skills. Staff provide adequate support for children who need additional help to develop their language skills. They follow the guidance in play plans and this helps these children to make steady progress from their starting points in this area of learning.

Many examples of children's work displayed in the rooms reflect their skills in making marks. More able pre-school children are beginning to write letters of their names. Children express their creativity through drawing and they enjoy digging during outside play. As a result, their muscles and hand-eye coordination are developing steadily. Babies explore equipment by pressing buttons and they enjoy the feel of different textures as they move their fingers over a selection of materials. They listen to musical toys and enjoy play with a selection of blocks which they are beginning to stack to form very low towers. Nevertheless, children do not receive sufficient support to make acceptable progress

towards the early learning goals and they are, therefore, not prepared adequately for the next stage in their learning.

The contribution of the early years provision to the well-being of children

The learning and development requirements of the Early Years Foundation Stage are ineffectively met. This impacts adversely on children's well-being because they are unsuitably supported to develop skills that are appropriate for their age. A settling-in period is agreed with parents to allow sufficient time for children to feel at ease in the nursery before they start. The child's key person works with parents to find out about children's care needs. Consequently, children grow used to the new environment and this eventually contributes to their sense of belonging. Children and staff form close relationships, resulting in children's happiness in the nursery. Staff talk calmly to children and offer appropriate praise when children follow guidance, for example, to take turns at sharing resources. As a result, children treat others with respect and their behaviour is generally good. The staff use suitable, age-appropriate methods to manage children's behaviour. As a result, children gain a suitable understanding of the boundaries of behaviour.

All children, except babies, learn to take risks by using cutlery under supervision. This helps them to develop confidence as well as skills in cutting food at meal times. Children are gaining an awareness of healthy options by eating balanced meals, and drinks are available throughout the day. Pre-school children and toddlers are developing an awareness of the routines as they line up for outside play. All children are encouraged to take responsibility for putting on coats and shoes before going outside. This helps them to develop self-help skills as they try to zip up coats and put on hats on their own or with assistance. Children clearly learn about the effects of exercise on their bodies, for example, they explain that they feel hot after outside play. Pre-school children demonstrate clear understanding of washing hands in relation to activities, and they develop self-care skills by accessing the bathroom independently. They respond to reminders to be careful as they wheel pushchairs around and, as a result, they learn to be safe. Opportunities are provided for children to experience gradual settling-in sessions between rooms and, owing to the small size of the nursery, children know all staff and others who attend. Consequently, transitions within the nursery are stress-free for all children.

The effectiveness of the leadership and management of the early years provision

The nursery does not comply with the learning and development requirements of the Early Years Foundation Stage and this means that children's progress is inadequately promoted. Arrangements for meeting most of the safeguarding and welfare requirements in the nursery are satisfactory. This inspection took place following a complaint relating to the support of children with special educational needs and/or disabilities, the inappropriate management of children's behaviour and the failure to respond to parents' concerns. Although a complaints procedure is available to inform parents and carers how to express concerns, the provider has not yet responded to the complaint. Also, a written record of

the complaint is not available in the nursery. This means that there is a breach of the safeguarding and welfare requirements and, as a result, the partnership with parents is not sufficiently robust to support children's well-being consistently well. The staff have a sound understanding of their role to support children with special educational needs and/or disabilities. For example, the special needs coordinator ensures assessments are carried out to identify where additional support is required for children according to their development needs. For example, they devise play plans to support any additional needs appropriately. Staff agree with parents how to move children on and seek support from external agencies who provide guidance to maintain continuous support.

Staff have a clear understanding of the seven areas of learning and use these in their planning of activities to support children's development. However, the monitoring of the, assessment and planning carried out by the manager is not sufficiently rigorous to ensure practice is consistently effective., Children do not make sufficient progress because the staff do not always assess children's development accurately to plan the next steps in their learning or use appropriate teaching methods to support learning.

The partnership with parents is good in most respects. The manager and staff maintain daily communication with parents to share information about children's experiences. Parents receive a prospectus with information about policies, activities and other relevant information about the nursery before children start. Parents contribute to the self-evaluation process of the nursery through questionnaires and they have opportunities to make suggestions for improvement. Parents express their satisfaction with the service they receive and comment positively on the homely atmosphere in the nursery and the caring attitude of the staff towards their children.

The management team regularly review the provision to identify where changes can be made and they have a clear plan for developing the nursery in the near future. For example, they have identified the importance of developing the outside play space to promote children's physical play more effectively. However, key areas of weakness are not always identified and remedied, and therefore some legal requirements are not fully met. Some staff do not make a consistent input to the reviews, and children's views are not obtained. Therefore, children do not benefit from ongoing improvements to support their care and learning. All staff have undertaken training in safeguarding and this forms part of the professional development programme. They are well informed about the procedures and their responsibility to protect children. The manager regularly discusses performance with the staff to agree how their skills can be developed further. For example, one member of staff is taking on responsibility as the designated person for child protection alongside the manager. This ensures that by sharing this specific role staff are supported to extend their skills to protect children. Appropriate vetting procedures are in place to ensure all staff working with children are suitable to do so. Recruitment procedures are, on the whole, rigorous and an established induction programme ensures newly appointed staff have a clear understanding of their role. The nursery does not currently care for any children who attend other early years settings. The manager is fully aware of the importance of liaising with other professionals if necessary to ensure children's continuity of care if they attend more than one setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- provide written responses within the required time frame to complaints from parents or carers, and ensure a record of complaint is available to Ofsted at all times to clarify how the complaint was addressed and to demonstrate an effective partnership with parents (Procedures for dealing with complaints).
- take action as specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY454107
Local authority	Birmingham
Inspection number	903950
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	19
Name of provider	Whipper Snappers Childcare Limited
Date of previous inspection	not applicable
Telephone number	0121 478 3163

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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