

# Edgbaston Grange Day Nursery

227 Hagley Road, Birmingham, West Midlands, B16 9RP

## Inspection date

30/09/2013

Previous inspection date

09/05/2013

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

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 lacks sufficient knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. As a result, some safeguarding and welfare requirements are not met. Also, the provider's ability to effectively evaluate the quality of the provision and the suitability of staff is significantly hindered.
- The provider is not ensuring the safe and efficient management of the nursery or safeguarding children. Risk assessment is ineffective and fails to suitably identify and minimise some risks to children's safety.
- Staff performance is not robustly monitored to identify their training, support and development needs and to ensure that required policy and procedures are clearly understood and followed. Consequently, children's safety and welfare are not sufficiently supported.
- Children are inadequately protected because the provider has failed to ensure that robust staff recruitment and vetting procedures are followed.

### It has the following strengths

- Children are happy, motivated and eager to learn. They show good levels of curiosity and imagination and demonstrate positive behaviour and self-confidence.
- The nursery environment is spacious, vibrant and stimulating and a good selection of resources is easily accessible to children. Consequently, children's experiences are enhanced and their independence and freedom of choice promoted.

## 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 observed activities occurring throughout all areas of the nursery.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.  
The inspector took into account the views of parents. These were gathered through discussion and parental comments recorded on questionnaires and within children's learning journals.
- The inspector conducted a tour of the premises during the inspection.  
The inspector conducted a joint observation, with the deputy, of spontaneous activities taking place with a small group of children of mixed ages in a room on the first floor.
- The inspector spoke to the provider, manager, deputy and other staff throughout the inspection.

## Inspector

Carol Johnson

## **Full Report**

### **Information about the setting**

Edgbaston Grange Day Nursery registered in 2004 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from three floors of a large detached property located on the Hagley Road in Edgbaston, Birmingham. There is a lift for access to the upper floors. There is an enclosed play area available for outdoor play.

There are 43 children on roll, who are all in the early years age range. The nursery is open each weekday from 7.30am until 6.30pm all year round, except for bank holidays. Children attend for a variety of sessions. The nursery supports children, who speak English as an additional language and children with special educational needs and/or disabilities. It also provides funded early education for two-, three- and four-year-old children.

The nursery employs 11 members of staff, who work with the children, including the manager. All staff hold appropriate early years qualifications to at least level 3. In addition, two members of staff hold a BA (Honours) degree in early years. A cook is also employed.

### **What the setting needs to do to improve further**

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

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

ensure that practitioners and any other person, who is likely to have regular contact with children, are suitable; in particular apply for a new suitability check as soon as possible when allowing a person to start work using an existing check and make available for inspection details to confirm that suitable references have been obtained and identity checks carried out 22/10/2013

ensure all staff have appropriate training, skills and knowledge to fulfil their roles and responsibilities; this specifically refers to making sure that there are effective supervision and monitoring arrangements to accurately assess and identify the training and development needs of all staff and ensure effective support and guidance is provided where necessary 22/10/2013

ensure that there are clear and well-understood policy and procedures for assessing and minimising risks to children's safety and review risk assessments regularly and take action to minimise or reduce those risks identified 22/10/2013

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

- keep a written record of any complaints and their outcome and ensure that it is made available to Ofsted on request
- foster a culture of continuous improvement by implementing effective systems for self-evaluation to obtain a clear view of the strengths of the nursery and what is needed to bring about improvements for children.

**Inspection judgements**

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

Although, there are other weaknesses in the nursery, children make good progress in their learning and development. This is because the quality of teaching is good and children are engaged and having fun. Children are confident and follow their interests with persistence and concentration. They happily play, both independently and alongside staff or their peers. They make choices about their play and these are supported by a stimulating and attractive nursery environment and easy access to a range of quality resources. Staff interact well with the children; they get down to the children's level and make good use of

open-ended questioning techniques that invite them to think and communicate. Some children attending the nursery speak English as an additional language and staff effectively support their language and communication skills. Staff ask parents for key words in children's home languages and then successfully use these, plus gestures and facial expressions, to enhance communication. Inclusive practice is evident in the nursery. A range of religious and cultural festivals is explored in ways that children can easily understand, for example, through stories and creative activities. In addition, positive images of diversity are displayed around the nursery and are evident in resources, which enhances children's positive self-image and increase their awareness of the wider world.

Clear systems are in place to support children with special educational needs and/or disabilities. Staff liaise with parents and other professionals and this ensures that resources are appropriately targeted, support accessed and children receive consistency of care. Staff observe all children on a regular basis and skilfully use what they see and hear, along with information gathered from parents and other professionals, to establish children's starting points, track their progress and plan experiences. They ensure that experiences promote all areas of learning and reflect children's interests and individual needs. Each child has their own learning and development record and this includes staff and parents' observations, examples of children's work and their progress reports. These records are maintained well by staff, made available to parents and are discussed in detail at parents' consultation meetings. Consequently, there is a shared approach to identifying any gaps in children's learning and helping them to reach their full learning potential, so they are ready for school.

Staff skilfully use both planned and spontaneous experiences to prepare children for their future learning and the move to other provision. For instance, staff provide lots of opportunities for pre-school children to write for a purpose and as a result, they develop good pencil control and give meanings to the marks that they make. Counting and calculating is thoughtfully encouraged through everyday experiences. For instance, they count model cars as they engage in small world play and they calculate and use numbers as they sing familiar number rhymes. Staff motivate children's learning through offering any necessary support and acknowledging their achievements with praise. Children of all ages learn about technology and how it is used. For example, pre-school children enjoy easy access to a computer and show good mouse control. They are keen to show what they can do and some confidently use a keyboard to type their names. Younger children play with a variety of cause and effect toys and are excited by the noises, both purposely and accidentally, produced by their actions. As a result, they are having fun and are motivated to explore and investigate further.

Staff understand that children learn to express their emotions and develop language through imaginary play. Consequently, they ensure that opportunities for children to engage in such experiences are frequent. Role play areas are provided in all of the children's base rooms and children enjoy acting out familiar experiences and using their imagination. Children demonstrate good physical skills and these are developed through plenty of physical exercise and outdoor play. They learn to move their bodies with control and coordination as they ride wheeled toys, climb, run, jump and dance. Staff provide plenty of resources and experiences that help to increase children's upper body and arm muscles. For instance, children often use scissors during craft activities and they use

spades to dig in soil and sand.

Parental involvement in their children's learning is actively encouraged by the nursery. Staff regularly suggest weekend activities that children and their parents can undertake together. These experiences are designed to be fun and to support children's learning at home and in nursery. Furthermore, children can take home story sacks and parents are frequently invited to attend special events, such as open days and craft workshops. As a result, relationships between the nursery, staff and children are enhanced and knowledge, skills and experience are shared.

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

Children show by their words and actions that they feel safe and secure. They are comfortable with staff and the nursery environment and many of the older children are extremely confident and self-assured. However, children's well-being is compromised because some legal responsibilities are not met in relation to the nursery's safeguarding policy and practice.

Children have plenty of space to play and rest. The nursery environment is bright and welcoming and a range of child-height storage methods allow children to easily select a variety of resources and make some independent choices about their play and learning. Outdoor play is a regular feature of the daily routine for all children and they receive lots of opportunities to experience fresh air and expend energy. Regular dance sessions are provided for the children and the soft playroom provides a safe environment indoors for children to climb and gain balance and coordination. Furthermore, children of all ages enjoy joining in with familiar action rhymes. As a result, children develop a positive attitude towards a healthy lifestyle and learn about the effects of exercise on their bodies.

Staff are warm and approachable, and the nursery key person system successfully supports children moving between rooms in the nursery and as they move onto other provisions. Flexible settling-in procedures allow new children to settle at a pace that reflects parental wishes and meets their individual requirements. Key persons exchange information with parents on an ongoing basis to inform daily planning and promote consistency of care. For example, they talk to parents about their child's home routines, individual needs, progress and comfort items. However, some staff take less care, for example, when writing messages in children's daily diaries. Also, they do not always ensure that children's personal items are placed correctly in their bags at the end of the day. This means that staff are not monitored effectively to ensure they meet all children's needs.

Children learn to act in a safe manner, for example, they walk down the stairs from the first floor safely and sensibly holding the bannister. Children know not to run inside, climb on furniture and to sit while eating. Staff have high expectations for children's behaviour and actively encourage good manners and the need to show care and consideration for others. A range of positive and developmentally appropriate methods are used to manage

children's behaviour. For example, staff use distraction, explanation, reward stickers and readily praise children's good behaviour, effort and achievements. Staff are firm but fair and share strategies to discourage unwanted behaviour with parents to ensure a consistent approach is adopted. As a result, children are keen to cooperate and behave well.

Children learn about healthy and unhealthy foods through a variety of planned experiences and routine discussions at mealtimes. The nursery has a very good food hygiene rating and staff and children follow good hygiene practices. Children know that they must wash their hands before eating and display personal care skills appropriate for their age and stage of development. Food provided by the nursery is very healthy and nutritious and regular drinks prevent children from becoming dehydrated. Staff actively encourage children's independence at mealtimes and pre-school children serve their own food and use cutlery with confidence. Staff sit with the children while they eat and promote social skills and conversation.

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

This inspection was brought forward as a result of concerns linked with another nursery that the management team has involvement with. Evidence gathered during this inspection identifies that the provider is not meeting several requirements of the Statutory framework for the Early Years Foundation Stage. For example, the nursery complaints log does not include details of all complaints and their outcome. In addition, the provider is not meeting Childcare Register requirements in relation to the suitability of staff, the safety and suitability of premises and equipment and the procedures for complaints. Consequently, children's welfare and safety are compromised.

The provider does not have sufficient knowledge of the Statutory framework for the Early Years Foundation Stage and this means that his ability to meet requirements and monitor and manage the performance of the nursery manager is significantly reduced. The provider and manager meet on a regular basis to discuss any issues or concerns and the provider frequently visits the nursery. However, the day-to-day running of the nursery is delegated to the manager, who until recently divided her time between this nursery and another that she owns. Consequently, the manager has had less opportunity to effectively observe, monitor and assess staff practice and procedures. However, systems for monitoring the educational provision are robust and children make good progress in their learning.

The provider and manager's approach to self-evaluation lacks rigour. A range of methods are used to evaluate practice, for example, gathering views from parents, discussion at staff meetings and reviewing the way that the environment is used to support children's learning. The management team regularly review children's progress records and the experiences planned and provided for children. Furthermore, the Ofsted self-evaluation form has been completed. However, these methods have failed to accurately identify the nursery's strengths and priorities for improvement. While some improvements have been

made since the nursery's last inspection, weaknesses in staff practice and nursery procedures are not successfully identified. Consequently, children's overall needs are not met and their safety is compromised.

Risk assessment fails to effectively identify and minimise risks to children. For example, routine safety checks carried out by staff failed to identify that windows on the second floor of the premises do not have fittings that stop them from opening fully. This means that there is potential for a child to climb or fall out of these, should they be able to reach the window sill. Following a recent incident at another nursery owned by the manager, the provider and manager identified a potential safety risk posed by the windows at this nursery. Prompt action was taken and the second floor is not being used until such time as the risk from the windows is eliminated. In addition, notices have been attached to all windows reminding staff not to put anything under windows that can be climbed on. These measures show that the provider and manager are taking positive steps to reduce risks but demonstrates a reactive approach to improvement and some aspects of safety. In addition, the required staff to child ratios are exceeded, which means that children are well supervised.

Children are not safeguarded. The provider has recently recruited some new staff members and nursery procedure is that they are not left unsupervised with children until their suitability has been checked. While this does offer some protection for children, robust recruitment and vetting procedures are not always followed. For example, documentation to confirm the suitability of all staff and provide evidence of such for inspection, is not readily available. In addition, the provider has allowed a member of staff to start work before identity checks are complete and a suitable check through the Disclosure and Barring Service obtained. The provider has since changed practice and told this member of staff not to return to work until her suitability and identity has been confirmed. Again, this demonstrates a reactive approach to protecting children's safety and welfare.

Staff know what to do if they have any concerns about a child in their care or a member of staff. This is because the subject of child protection is covered at induction and regularly forms part of the agenda for staff meetings. In addition, information reminding staff of the correct recording and reporting procedures should they have concerns is easily accessible. In-house training is a regular occurrence and staff are encouraged to attend training delivered through the local authority, when available. All staff members are early years qualified to at least level 3 and the manager is working towards an early years degree. Nonetheless, the provider does not have effective systems for monitoring individual staff practice and accurately identifying their training, support and development needs. The provider regularly meets with the manager and the manager or deputy has regular one-to-one meetings with individual staff members. However, these meetings are not sufficiently focused on improvement, addressing poor practice and raising standards within the nursery.

Many parents were keen to express their positive views during the inspection. Comments shared with the inspector include those that praise the warm and approachable staff team and the way that staff successfully promote children's good behaviour and social skills. Furthermore, parents consider the spacious environment provided for the children a major



strength of the nursery. In particular, they like the nursery garden and confirm that their children regularly play and learn outside. Information about the nursery and children's well-being is exchanged between parents and staff in a variety of ways. For example, lots of information is shared via notice boards and verbally when children are dropped off or collected. The nursery has established strong links with agencies in the local authority to support the inclusion of children with any special educational needs and/or disabilities. Staff are aware of local support mechanisms and recognise the value of working closely in partnership with parents and others.

### 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:

- ensure the suitability of any person caring for, or in regular contact with, children; this specifically refers to ensuring robust recruitment and employment practices are followed in respect of allowing new staff to commence work before required Disclosure and Barring Service checks are complete and identity checks have been carried out (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks; this specifically refers to and conducting thorough risk assessments to appropriately identify and minimise risks to children's safety and ensuring that children cannot fall or climb out from the windows on the second floor of the nursery (compulsory part of the Childcare Register)
- keep and make available to Ofsted, a written record of all complaints in the previous three years and include the outcome of the investigation and the action the provider took in response (compulsory part of the Childcare Register)
- ensure the suitability of any person caring for, or in regular contact with, children; this specifically refers to ensuring robust recruitment and employment practices are followed in respect of allowing new staff to commence work before required Disclosure and Barring Service checks are complete and identify checks have been carried out (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks; this specifically refers to conducting thorough risk assessments to appropriately identify and minimise risks to children's safety and ensuring that children cannot fall or climb out from the windows on the second floor of the nursery (voluntary part of the Childcare Register)

- keep and make available to Ofsted, a written record of all complaints in the previous three years and include the outcome of the investigation and the action the provider took in response (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY284917
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	937428
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	100
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Edgbaston Grange Day Nursery Partnership
<b>Date of previous inspection</b>	09/05/2013
<b>Telephone number</b>	0121 455 6080

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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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