

Music Box Day Nursery

Alexandra House Nursery, Unit 8, The 3B Business Village, Alexandra Road, Handsworth, BIRMINGHAM, B21 0PD

Inspection date	29/08/2013
Previous inspection date	13/06/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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 educational programmes fail to provide young children with sufficiently interesting and enjoyable activities to keep them involved and challenged. In addition, observations and assessments are not accurate to help children move onto the next step in their learning.
- There is inconsistency in staff's understanding of the safeguarding policy or their role in implementing this to promote children's welfare. This hinders prompt action being taken.
- Staff are not always vigilant in supervising children when playing outdoors. This compromises children's safety.
- Staff fail to ensure the first aid box has appropriate content for use with children, consequently, their welfare is compromised in the event of an accident.
- The self-evaluation of practice does not identify key weaknesses. It is, therefore, not fully effective in promoting better outcomes for children.

It has the following strengths

- Partnerships with parents and carers are positive; they are warmly welcomed and are kept appropriately informed about their children's time at the setting.

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.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery owners, the manager and staff at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector carried out a joint observation with the manager.

Inspector

Jennifer Turner

Full Report

Information about the setting

Music Box Day Care registered in 2013 on the Early Years Register. This is a registration of an existing nursery with a new owner. It operates from purpose built premises in the 3B Business Village in Handsworth, Birmingham and is managed by the owner and the manager. The nursery serves the local area and is accessible to all children. It opens on Monday to Friday, from 7.30am to 6pm, all year round, with the exception of Christmas and bank holidays. There is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3. Children attend for a variety of sessions. There are currently 26 children attending who are within the early years age group. The nursery provides funded early education for three-year-old children and provides care for children with English as an additional language. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- improve the delivery of the educational programme by providing a more interesting and challenging experience for all children and review observation and assessment, to ensure they are accurate to help children move onto the next steps in their learning
- ensure staff have a secure understanding of the safeguarding policy in relation to who they must contact in the event they have a concern about a child in their care, to safeguard children
- ensure children are adequately supervised at all times to maintain their safety; particularly in relation to when they use the outside area
- ensure the contents of the first aid box are appropriate for use with children, in order to maintain their welfare in the event of an accident
- improve systems to self-evaluate the provision to clearly identify strengths and address weaker areas of practice through developing a culture of mutual support, teamwork and continuous improvement to enhance outcomes for children
- ensure there are robust risk assessments in place to identify, report and deal with hazards.

Inspection judgements

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

Children arrive at the nursery and, generally, separate from their carers well. Staff are on hand to offer appropriate support and reassurance to less confident children to help them settle in. The activities set out by staff, generally, cover all areas of learning, however, babies soon lose interest due to the lack of exciting activities on offer to them. They sit on the floor playing with shakers, small hand mirrors, crawl in and out of a pop-up house or sit on the rocking horse. These activities fail to offer them challenge, because staff do not extend their learning opportunities, as a result, children's learning is more incidental, rather than meaningful with purpose.

Staff carry out observations to monitor children's progress and to find out what they are interested in, to help them plan for children's learning. However, observations and assessments are not consistent throughout the nursery because some children have not had their assessments updated for some time. This means their next steps are not known by staff in order to accurately direct their learning, which results in children not being

prepared for school. Staff have implemented the 'progress check at age two' for children, which is shared with parents. Opportunities to involve parents in their children's learning at home are supported with the 'Parent Communication Tree', which is displayed in the entrance. Parents record observations of what the children have achieved at home to share with their key person, as well as suggestions for improvements.

Older children can participate in a range of early writing activities and by the time they are ready for school most can write their own names. Children access a range of books and listen to stories, which means they develop an appreciation of books. Early number skills are promoted through singing number rhymes, number games, matching activities and puzzles, ensuring children experience some mathematical concepts. Children have opportunities to participate in a range of creative activities and there is, generally, a balance of sand play, water and painting activities. Younger children engage in hand painting activity where they explore the texture of paints and also make marks. Staff do not plan or provide sufficient daily outdoor activities, in particular for very young children. As a result, children do not make the best possible progress in all aspects of physical development.

Younger children join in action songs that help develop their coordination. They act out songs and rhymes, pretending to be on a bus or winding a bobbin up. Overall, children's personal, social and emotional development is fostered appropriately and, therefore, children are, generally, happy and confident. Staff know the children's eating habits and sleep routines and provide well for these. The structure and routine of the day helps children understand what is going to happen next and many respond well to changes in the routine, such as helping tidy up, getting ready for lunch and outdoor play. Children for whom English is an additional language are, generally, supported because staff ask parents for words in children's home language to help them with communication.

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

Children are beginning to learn to take care of their own personal needs and adopt appropriate hygiene practices, such as hand washing. Appropriate hygiene practices are in place, because staff use disposable gloves and aprons when changing nappies and they wipe tables prior to meals, to prevent the spread of infection. However, despite these practices children's health and well-being cannot be assured because the contents of the first aid box are out of date and, therefore, items are not sterile. Children benefit from healthy meals and snacks and can help themselves to a drink of water throughout the day, because staff place trainer cups and water bottles where children can easily reach them. However, children play and learn in an environment where they are not wholly safe, because, at times, supervision is not maintained. This means children are potentially at risk when using the outdoor area.

Children learn how to keep themselves and others safe through daily routines. They help to tidy away the toys and resources, practise fire drills and become familiar with the procedures as they learn how to leave the premises quickly and safely. Children have easy access to a varied range of resources that cover the seven areas of learning. Many of these reflect positive images of different culture, gender and disability. These help children

begin to learn that they have similarities and differences that connect them to and distinguish them from others.

Children receive lots of warmth and attention. The key person system helps children to form secure attachments with staff who are responsive to most of their individual needs. Parents know their child's key person and develop positive relationships as they regularly share information. The staff's calm and patient attitude to managing children's behaviour, through distraction and simple explanations, encourages children to respond effectively to any guidance and praise. Children receive a certificate and medallion when they have collected a number of stars on their sticker charts. This supports their emotional well-being and gives them the confidence to explore new experiences. Children are adequately prepared for transition as they move from one room to another and there are appropriate systems in place to share available information with the local feeder schools to support transition.

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

Since the last inspection two months ago, small progress has been made. For example, observation and assessment systems have been modified and changed. A newly appointed member of staff has been given the responsibility for overseeing the educational programmes, but this is in the early stages and the impact is not yet fully evident. The management team is in the process of monitoring practice and providing direction and challenge to the team. In addition, they provide staff with in-house training, in conjunction with support from the early years team. Staff are aware of the importance to liaise with external agencies to make sure that children are appropriately supported. They regularly keep parents informed about their children's daily activities through verbal and written information, as well as notice boards and newsletters. All the required policies and procedures are in place, shared with parents and are currently being reviewed and updated by the management team to ensure parents are fully informed.

The leadership and management team fail to fulfil their responsibilities in meeting the safeguarding, welfare requirements and the learning and development requirements of the Early Years Foundation Stage. As a result of poor management, there are inconsistencies in staff's knowledge of safeguarding, in relation to who they must contact if they have a concern about a child. In addition, some staff lack sufficient knowledge of how to plan and deliver an enjoyable and challenging learning experience for children. This results in inadequate provision for children in their learning and development, well-being and safety. Systems for self-evaluation have not been implemented and, consequently, any actions taken have been ineffective in securing improvement to the service for children. Appropriate recruitment and vetting procedures are in place to check the staff's suitability to work with children.

Staff and leaders are not vigilant enough to ensure that children are kept safe and their welfare promoted. For example, the inadequate systems in supervising children and dealing with identified hazards and the weak risk assessment, seriously compromises the children's well-being, safety and welfare. In August 2013 Ofsted received notification from

the provider of an accident in the nursery. This was in relation to a child leaving a playroom unsupervised and trapping her finger in a door. Staff took appropriate action in calling a parent and an ambulance. This notification prompted a full inspection, which found that the doors in the nursery were not fitted with finger guards. As a result of this, immediate action was taken to have guards fitted to all internal doors. In addition, staff are now required to inform each other when they leave the base room and to carry out head counts, as well as being more vigilant to ensure children's safety.

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	EY456765
Local authority	Birmingham
Inspection number	934163
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	26
Name of provider	Sarah Jan Morsa
Date of previous inspection	13/06/2013
Telephone number	01215153500

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

