Acre Wood Day Nursery
394-396 Clay Lane, Birmingham, West Midlands, B26 1EU

Inspection date 04/12/2013
Previous inspection date 09/09/2013

<table>
<thead>
<tr>
<th>The quality and standards of the early years provision</th>
<th>This inspection: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Previous inspection: 3</td>
</tr>
<tr>
<td>How well the early years provision meets the needs of the range of children who attend</td>
<td>4</td>
</tr>
<tr>
<td>The contribution of the early years provision to the well-being of children</td>
<td>4</td>
</tr>
<tr>
<td>The effectiveness of the leadership and management of the early years provision</td>
<td>4</td>
</tr>
</tbody>
</table>

The quality and standards of the early years provision

This provision is inadequate

- Children are insufficiently safeguarded because staff do not effectively carry out, or understand their roles and responsibilities in relation to child protection. Also, arrangements to ensure the suitability of staff are inadequate.

- Self-evaluation is not robust enough to effectively monitor staff practice and nursery procedures, and successfully target areas for improvement. Consequently, many legal requirements are not met and children's welfare and progress is compromised.

- Staff training, deployment and supervision arrangements are not good enough to ensure that staff fully understand their responsibilities and are equipped to effectively carry out their job. Consequently, children's welfare and progress is hindered.

- Children's welfare is compromised because accurate daily records are not maintained in relation to their hours of attendance.

- Children's learning potential is impeded because staff do not analyse and use observations effectively. Also, resources are not readily available in role play areas to encourage children to read and write for a purpose and learn about how words and numbers are used in everyday life.

It has the following strengths

- Children's access to regular outdoor play is a particular strength of the nursery. It contributes greatly to the development of children's physical skills and their awareness of the world around them.
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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector conducted a tour of the premises during the inspection.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the provider and staff at appropriate times throughout the inspection.
  - The inspector looked at a selection of documentation including children's records, learning and development information, staff records and some policies and procedures.
- The inspector spoke to some parents and took account of their views.
- The inspector interacted with children throughout the inspection.
- The inspector conducted a joint observation with the provider.

Inspector
Carol Johnson
Full report

Information about the setting

Acre Wood Day Nursery was registered in 1999 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted premises in the Yardley area of Birmingham and is privately owned. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outside play.

The nursery opens Monday to Friday all the year round, from 7.30am to 6pm, with the exception of bank holidays and one week at Christmas. Children attend for a variety of sessions. There are currently 37 children on roll, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children and supports several children who speak English as an additional language.

The nursery employs 10 members of staff who work directly with the children. Of these, seven have early years qualifications at level 3 and two members of staff have a qualification at level 2. The nursery also employs a cook. The nursery receives support from the local authority.

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 Requirement Notice with a completion date of 10 February 2014 requiring the provider to:

ensure statutory agencies are notified, without delay, of safeguarding allegations made against a member of staff and that Ofsted are notified of the action taken in respect of the allegations

ensure that all staff, including the manager, fully understand and implement the safeguarding policies and procedures and respond in a timely and appropriate way to concerns of possible abuse

ensure that all staff have the appropriate training, skills and knowledge to help them understand and effectively carry out their individual and collective roles and responsibilities; this specifically relates to ensuring staff development needs are appropriately identified, supported, monitored and reviewed

take appropriate steps to promote the good health of children; this specifically relates to making sure that parents are informed of any accident or injury sustained by their children on the same day, or as soon as reasonably practicable and of any first aid treatment given
ensure that staffing arrangements meet the needs of all children; this specifically refers to making sure that children’s welfare and progress is not detrimentally affected by planned and unexpected staff absences

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

■ ensure that people looking after children are suitable to fulfil the requirements of their roles; this specifically refers to ensuring that all staff members are physically and mentally fit for the work

■ put in place effective supervision arrangements that successfully foster a culture of teamwork and provide opportunities for staff to reflect on their practice and explore any worries or concerns about the welfare of children in the setting

■ ensure each child receives challenging experiences that reflect their individual needs, interests and stage of development; this specifically refers to effectively analysing observations to accurately assess children’s progress and plan for the next steps in their learning

■ improve the range of experiences offered to children in the areas of literacy, expressive arts and design and mathematics by: providing resources in role play areas that encourage children to read and write for a purpose and help to raise their awareness of how words and numbers are used in everyday life.

Inspection judgements

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

Children are happy and having fun. However, their learning potential is restricted. This is because staff are not effectively using what they see and hear to plan children’s experiences and assess their progress. Although staff show that they know children’s individual personalities, needs and preferences, experiences are not consistently planned for children that accurately reflect this knowledge. Furthermore, entries in children’s learning and development records are not always dated. Consequently, information accessible to parents and others about children’s progress and achievements is not clear.
A variety of experiences are provided for children and these include a suitable balance of adult-led and child-initiated play. Resources are good quality and children's creativity and physical skills are enhanced by the abundance of open-ended resources easily accessible to them. For example, they develop balance and spatial awareness as they walk across plastic crates and tyres placed strategically on the floor outside. Children use a range of materials to create Christmas themed pictures, and water and sand are accessed by children on a frequent basis. Consequently, children develop hand to eye coordination as they pour a mixture of sand and glitter between different containers and scoop it up using a variety of implements. Nonetheless, children's learning potential is not always promoted as well as it could be. This is because role play areas do not include a range of resources that encourage children to read and write for a purpose and discover how words and numbers are used in everyday life. For example, the role play area in the 'Toddler' room is set up as a kitchen and there is no clock, calendar, phone, magazines and writing materials; all items that children may find in their kitchens at home. Children show good language and communication skills. Pre-school children talk to staff and each other about their experiences at nursery and at home. They excitedly recall weekend visits to see 'Father Christmas' and talk about the presents they hope to receive. Staff effectively encourage children's communication by showing interest and listening to what they have to say. They ask children open-ended questions that encourage them to think and ensure children have sufficient time to respond. Younger children babble as they play and staff model language and encourage children to repeat words.

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 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 displayed around the nursery, and evident in resources, enhance children's positive self-image and increase their awareness of the wider world.

Staff use a range of both planned and spontaneous experiences to prepare children for their future learning and the move to other provision. For instance, children learn to count as they sing number rhymes and participate in group games that include, 'What's the time Mr Wolf?' Pre-school children learn about the sounds of letters and are encouraged to write their names on their art work. One member of staff speaks fluent French and teaches children words and phrases in this language. Children confidently and happily enjoy joining in with familiar French songs and are keen to show what they have learnt to others. 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. Recently purchased laptop computers help children understand and use simple computer software. They learn to move the on-screen cursor with intent and to follow instructions. Young children have access to a wide range 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 have created a wide range of
sensory boxes that invite all the children to explore and investigate. These boxes contain a variety of items for children to feel, smell and hear and through these experiences children learn to compare items, manipulate objects and listen. Out in the garden, an area has been set aside as a ‘mud kitchen’ and through play in this area, children’s sense of exploration, enjoyment and creativity is fostered.

Parental involvement in their children's learning is encouraged by the nursery. Staff regularly suggest a range of 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, parents and carers are frequently invited to attend events, such as open days, outings and the weekly 'stay and play' session. As a result, relationships between the nursery, staff and children are enhanced and knowledge, skills and experience 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 happily go to staff members for comfort, reassurance and support and show a good sense of belonging. Children display self-confidence and developing friendships are evident between some of the children. However, children's well-being is hindered because the provider lacks sufficient knowledge and understanding of her legal responsibilities. In addition, she is not sufficiently vigilant in relation to ensuring that her staff team consistently and appropriately promote children's safety, well-being and good health. Arrangements to ensure that appropriate action is taken following accidents and incidents, and that children's dietary requirements are known and met, are inadequate. The provider has failed to ensure that all staff serving food and dealing with the consequences of accidents are competent to do so. For example, staff provided inappropriate food to a child with an allergy. Furthermore, accident records do not always include enough information to indicate that parents have been promptly informed and suitable first aid treatment given. As a result, children’s safety and well-being are compromised.

Staff are warm and approachable and the nursery key person system provides appropriate support for children as they progress through the nursery and on to other settings. For example, each child is assigned a key person who obtains important information from parents to support the child's welfare and progress. The key person asks parents about their children's health, home routines, comfort items and any areas of development requiring support. This helps staff provide dependable and nurturing support for each child that reflects their needs and parental wishes. Furthermore, it shows parents that staff value information about the way in which their children behave and learn at home. Suitable arrangements are in place to support children's movement between the different rooms of the nursery. Staff assess when individual children are ready to move on and discuss this with their parents. Subsequently, arrangements are made for the child to visit the new room for short periods before the planned move date. These visits enable children and staff to get to know each other better and familiarise children with routines and the environment. In addition, staff provide some support for children moving on to local schools. For example, nursery staff talk to children about what to expect at school
and promote their independence skills.

Children behave well and act in a safe manner. For example, they know not to run inside, climb on furniture and to sit while eating. Staff model manners and children’s good behaviour is effectively encouraged through praise, discussion and positive body language. Older children are asked to assist with simple tasks, for example, helping to lay the table for lunch. As a result, their self-esteem is increased and they develop a sense of responsibility. All areas of the nursery are clean and suitably maintained. The nursery has recently received the top food hygiene rating following a visit from a local authority food safety officer; this demonstrates how closely the nursery is meeting the requirements of food hygiene law. Staff provide good role models for children to follow in respect of hand washing and children demonstrate personal care skills appropriate for their age and stage of development. Suitable procedures are followed in relation to nappy changing. Meals provided by the nursery are healthy and nutritious, and snacks include plenty of fresh fruit and vegetables. 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. Furthermore, children of all ages enjoy joining in with familiar action rhymes, both indoors and outside. As a result, children develop a positive attitude towards a healthy lifestyle and learn about the effects of exercise on their bodies.

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

This inspection was brought forward following concerns raised in relation to the behaviour and practice of a staff member and the effectiveness of the nursery's safeguarding policy and procedures. The inspection found that children are insufficiently safeguarded and their learning potential and welfare impeded. This is because the provider is not meeting a number of the legal requirements of the Statutory framework for the Early Years Foundation Stage and the compulsory part of the Childcare Register. For example, children's hours of attendance are not always recorded in the daily record of children's attendance. The nursery has a safeguarding policy that includes required information and this is shared with staff and parents. Furthermore, the provider explains that all childcare staff have received some safeguarding training and their knowledge of this subject is regularly reviewed and tested. Despite this, staff demonstrate insufficient knowledge and understanding of their role and responsibilities with regards to child protection. The correct procedures were not followed in relation to a recent incident that highlighted concerns over a member of staff's behaviour and practice. Staff and management did not respond to these concerns in an appropriate and timely manner and this compromises children's welfare and safety. Furthermore, the provider has failed to notify Ofsted of significant events and allegations of serious harm or abuse by a member of staff, within the required timescales. This is a breach of legal requirements within the Statutory framework for the Early Years Foundation Stage.

In some respects, children's safety is assured. For example, the security of the premises is good and a clear policy is in place regarding the use of cameras and mobile phones in the nursery. Closed circuit television offers children additional protection and allows staff working in the nursery office to view various areas of the nursery. In addition, children are
only released into the care of authorised individuals and visitors are closely supervised. Nonetheless, the provider does not have effective arrangements in place to ensure that all people looking after children are suitable to fulfil the requirements of their roles. Rigorous checks are not made in relation to staff physical and mental health. Also, staff training and continuous professional development needs are not appropriately identified or addressed. That said, a wide range of training has been completed across the staff team and some staff are due to access further courses imminently. However, the knowledge gained through this training is not applied or shared in an effective manner to help raise standards and improve outcomes for children.

Self-evaluation is poor and fails to ensure that children's needs are met. Methods used by the provider and her staff team to review and improve practice lack rigour. The provider does not have a clear picture of the strengths and weaknesses of the nursery and priorities for improvement are not successfully identified. The provider regularly observes staff practice and she, or her deputy, reviews what is planned and provided for children. However, feedback on this and communication within the staff team is not sufficiently focused to secure improvement. Furthermore, the provider fails to instil a sense of cooperation and mutual support within her team. As a result, some staff members do not feel comfortable to raise sensitive issues with her and as a result, children's well-being and safety is compromised. Staff are not deployed effectively and this has a detrimental impact on children's welfare and progress. Recent staff changes mean that the provider and deputy are often required to cover the cook's duties. As a consequence, they are not always available when staff need them and their ability to effectively monitor and review practice is considerably reduced. Furthermore, planned and unexpected staff absences put a strain on the depleted staff team. Consistency of care for children is not assured and staff do not always receive prompt and effective support, when required, from colleagues.

Friendly relationships exist between staff, parents and carers. Parents and carers interviewed during the inspection compliment the nursery and comment on how happy their children are to attend. They praise the friendliness of the staff team and remark on how well staff interact with their children. General information about the nursery and children's well-being is exchanged between parents and staff in a variety of ways. For example, parents receive newsletters and staff complete daily diaries for the younger children. Additional information is shared via notice boards and verbally when children are dropped off or collected. The nursery has established satisfactory 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)

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

- ensure that children receiving childcare are kept safe from harm; this specifically
relates to ensuring Local Safeguarding Children Board procedures are followed and effective procedures followed in relation to recording and reporting accidents and injuries to children

- put in place robust arrangements to ensure that any person caring for children is suitable to work with children, has the skills and experience suitable for the work and is physically and mentally fit for the work

- ensure that all necessary measures are taken to minimise any identified risks; this specifically relates to ensuring that children’s dietary needs are met

- ensure that a daily record is maintained of the hours of attendance of the children looked after on the premises.
### What inspection judgements mean

<table>
<thead>
<tr>
<th>Registered early years provision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade</strong></td>
</tr>
<tr>
<td>Grade 1</td>
</tr>
<tr>
<td>Grade 2</td>
</tr>
<tr>
<td>Grade 3</td>
</tr>
<tr>
<td>Grade 4</td>
</tr>
<tr>
<td>Met</td>
</tr>
<tr>
<td>Not met</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unique reference number</th>
<th>229126</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local authority</td>
<td>Birmingham</td>
</tr>
<tr>
<td>Inspection number</td>
<td>941802</td>
</tr>
<tr>
<td>Type of provision</td>
<td>Childcare - Non-Domestic</td>
</tr>
<tr>
<td>Registration category</td>
<td>0 - 8</td>
</tr>
<tr>
<td>Total number of places</td>
<td>26</td>
</tr>
<tr>
<td>Number of children on roll</td>
<td>37</td>
</tr>
<tr>
<td>Name of provider</td>
<td>Hazel Sheppard</td>
</tr>
<tr>
<td>Date of previous inspection</td>
<td>09/09/2013</td>
</tr>
<tr>
<td>Telephone number</td>
<td>0121 764 5169</td>
</tr>
</tbody>
</table>

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