

# BBDC Childcare Providers

249-251 School Road, Yardley Wood, BIRMINGHAM, B14 4ER

<b>Inspection date</b>	10/04/2014
Previous inspection date	03/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
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## The quality and standards of the early years provision

### This provision is inadequate

- The educational programme does not provide adequate challenge for children due to ineffective monitoring of educational programmes. This results in some children not making enough progress in their learning and development.
- The premises are not fit for purpose as the main playroom lacks natural daylight and ventilation, and is too warm. Not all of the equipment is used to promote children's learning and a number of major risks and health and safety concerns have a negative impact on children's well-being.
- Peer observations, professional development and performance management are not sufficiently robust to support staff in improving their knowledge, understanding and practice, and self-evaluation does not effectively implement solutions to the weaknesses in the nursery.
- Children are not encouraged to understand the importance of making healthy choices in their food as lunchtime meals contain too much salt and sugar.

### It has the following strengths

- Staff are clear about how to respond in the event of a concern about a child in their care.
- Partnerships with local schools and external agencies are in place, which help support some children in their learning.

## 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 conducted a joint observation with the manager.
- The inspector sampled children's learning journals and a range of other documentation.
- The inspector checked suitability and vetting checks and qualifications of staff.
- The inspector observed adult and child interaction during the inspection.
- The inspector spoke to the manager and staff at appropriate times and held a meeting with the manager and owner of the nursery.

## Inspector

Susan Rogers

## **Full report**

### **Information about the setting**

BBDC Childcare Providers was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted commercial premises situated in the Yardley Wood area of Birmingham, and is privately owned. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and one holds level 2. The nursery opens Monday to Friday all year round, from 7am until 6.15pm. Children attend for a variety of sessions. There are currently 43 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and 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:**

- ensure that the educational programme covers the seven areas of learning, is sufficiently well monitored and includes interesting activities that provide adequate challenge for children so that they all make best progress
- ensure that the premises, including outdoor spaces, are fit for purpose, with reference to the decking outdoors, the unlocked staff toilet, overly warm temperatures, lack of ventilation and access to natural daylight in the main playroom
- comply with the requirements of health and safety legislation and ensure that potties are maintained in a clean and hygienic condition, the staff toilet is repaired and there is a hot water supply to the hand wash basins
- ensure that the premises and resources are used effectively to support individual children's learning and development
- help children understand the importance of making healthy choices in their food, ensuring they have diet that is low in salt and sugar
- ensure there an effective programme of peer observation, professional development and performance management that helps staff improve their knowledge, understanding and quality of teaching
- improve the educational programmes for mathematics and physical development by ensuring that children have opportunities to climb and move about more freely and using mathematical language to support children's understanding of quantity and to make comparisons between sizes and shapes.

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

The nursery takes some steps to meet the needs of the children who attend. However, the weaknesses identified in children's well-being, leadership and management and in their learning and development result in children's needs not being met adequately. Most staff have a suitable understanding of the Early Years Foundation Stage. They use observations and assessment to identify children's current stages of learning. This helps staff to plan activities to support the next steps in children's development. However, these activities are not sufficiently stimulating to provide children with a broad range of learning opportunities

to support all aspects of their development. Staff become aware of each child's abilities when they start at the setting as a result of the settling-in sessions. Key persons complete the progress check at age two. Staff work alongside agencies when it is identified they have special educational needs and/or disabilities, and take advice on suggested activities for identified children. Children who speak English as an additional language are supported as staff learn phrases and words in their home language. Children enjoy playing independently and respond to instructions from staff about how to play safely. Some staff are not sufficiently responsive to children's requests for support, and although they advise them to play safely, do not make suggestions or adapt activities that will make their play more interesting and challenging. This means that some children do not make sufficient progress or gain the depth and breadth of skills necessary to support their future learning. Staff do, however, at times include themselves in creative scenarios by, for example, pretending that they are a patient recovering from an illness. This encourages children to work together as they decide on which bandage to use for the 'patient' and enjoy a conversation with each other, which helps them develop their storytelling skills. However, there is limited opportunity on these occasions for children to extend their language skills. Staff use facial expressions to convey meaning but do not introduce new words and language, which hinders children's communication skills.

Children use larger interlocking building bricks to put together structures, which helps them develop an understanding of problem solving. Children use number and mathematical ideas throughout their play as staff count the fingers on a doll to help children to link this to a practical purpose. Staff, however, do not use mathematical language to support children's understanding of quantity and to make comparisons between sizes and shapes. Staff plan indoor games for the children as they find managing children's play outdoors difficult due to the health and safety concerns there. Children and staff sit in a circle and roll a ball between each other. Staff make the game more interesting by introducing rules, which encourages children to talk about what colour shoes they are wearing and remember each other's names. This encourages turn taking and including others in their play. They enjoy using the dressing up clothes and improvise by using some chairs as a make-believe fire engine. Staff, however, do not always extend children's critical thinking skills by asking questions that inspire children to be more adventurous in their play. For example, an older child plays with a hobby horse and is uncertain of how to use this. Staff do not encourage his creative potential by suggesting play ideas that will make play more interesting and encourage critical thinking skills. Younger children's communication skills are not always promoted effectively as staff do not always build on what they know and model language for them. They sometimes use incomplete words when talking to children, which is not sufficiently challenging to promote children's understanding of language. Children are preparing to celebrate Easter and have painted Easter eggs which are displayed on a tree, and staff discuss with the children what will happen over the forthcoming holiday period. This encourages children to talk to each other and discuss their lives at home. Children use number and mathematical ideas throughout their play as staff count the fingers on a doll to help children to link this to a practical purpose. Children help to tidy away toys and equipment as lunch is being served, which promotes their self-esteem and confidence. Outings are arranged to local areas that include the duck pond, library and vegetable shop. This encourages children to learn about the world around them and the people who help us. Parents are encouraged to

continue with their child's learning through the support provided by staff as they inform parents each day what their child has enjoyed most in nursery.

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

Children are supported as they start to attend the nursery through settling-in visits. Parents are encouraged to accompany their child and stay with them in nursery, which promotes children's confidence. There are arrangements in place when children transfer from one room to another as their key person arranges shorter sessions in their new room so they can accompany the child promoting children's feelings of safety. Overall, children across the nursery are happy and there are warm relationships in place with staff. Although staff conduct risk assessments and supervise children as they play and explore, some of the premises are not fit for purpose. For example, the outdoor area has a large area of decking which children and staff need to walk on to access the outdoors. This is in a poor state of repair, is broken in parts and in danger of breaking further if any weight is placed upon it. Although staff tell children not to use the decking area when they use the outdoors, this still places their safety at risk and is a breach of requirements. This has resulted in limited outdoor play opportunities for the children as staff find that restricting children from using the decking area difficult to manage. As a result, staff provide children with some alternative physical activities indoors. This means that children have limited opportunities to climb and move about more freely. Children behave well and behaviour is managed appropriately by staff. They have formed warm relationships with the staff and enjoy being at nursery. They are starting to form friendships with others and are considerate of each other's needs. Staff encourage children to share resources and toys, and instigate games and activities that encourage children to work together and enjoy the involvement of others.

Heating is provided by radiators that are guarded, protecting children's safety and well-being. Currently all children are using one large indoor play area which has no windows or ready access to ventilation. This results in the room being too warm, and therefore compromises children's health and well-being. Children have access to toilets off the main play area, which encourages their independence as they access these when they wish. However, there is no hot water supply to these taps and to the hot water tap in the staff toilets. Hygiene routines are not always effective in protecting children's health and well-being. Potties used by the children are not fully cleaned after children have used these and are accessible to children as they use the toilet areas. The staff toilet is accessed from the children's playroom and this door is not secured from the outside, so children can gain access to this area. The risks to children are increased as stepladders are stored in this area and on the day of inspection the toilet was leaking water onto the floor which staff walk through to reach the playroom. The facilities in the main playroom are not always used to best effect to provide children with opportunities to extend their creativity. For example, there is an empty playhouse in one corner of the playroom where the entrance is obstructed much of the time by larger equipment, such as highchairs and tables. This prevents children using this and exploring their creative impulses. Children have ready access to drinking water throughout the day and staff readily respond to their requests for a drink. Children enjoy eating their meals with their friends in groups. Staff stay with the children and support them as they sprinkle grated cheese and dried fruit onto crackers at

their teatime snack. The lunchtime meals are supplied by an outside catering firm and the temperature of the food is maintained as the meals are stored in hot boxes until it is lunchtime. The meals, however, contain high levels of salt and sugar, which does not support children in making healthy choices in relation to the food they eat.

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

Staff have an appropriate understanding of what would concern them regarding a child's care. Managers and staff have attended child protection training and know how to respond and which agency to contact if they have concerns. The recruitment of staff is sound and all staff are vetted through the Disclosure and Barring Service and have an induction provided by managers and designated staff. Students have their own mentor who monitors their progress and who liaises with their training agency. This support ensures the continuing suitability of students and ensures that they are clear about their roles and expectations of their conduct in nursery. Staff access a range of training opportunities provided by the local authority and they are supported as they add to their professional qualifications. The support for staff, however, through peer observations, supervision sessions and appraisals lacks in precision and impacts on a lack of challenge in teaching and staff's support of children's activities. Therefore, the monitoring of children's progress is not sufficiently robust as children are not always sufficiently challenged in their activities and therefore do not make best progress. Children are adequately supervised.

The nursery consults parents and children so that their opinions are considered when any improvements and developments are planned. Staff meet regularly to discuss operational issues in the nursery and to ensure they are clear about their conduct and responsibilities. However, this is not used sufficiently well to include staff in evaluating weakness and strengths in the nursery provision. This results in weak self-evaluation that has too little impact as the management are not sufficiently ambitious about improving a number of risks and health and safety concerns, which compromises children's safety and well being. The nursery works closely with a range of external agencies so they support families in need and those who need additional support. As a result, staff are knowledgeable of parents' individual circumstances and able to offer care and support that meets the child's and their families individual needs. Staff are flexible and responsive to families different needs and requests for care for their child. There is a close partnership with parents, who have ready access to their child's learning journal and chat to staff as they collect their child. All photographs taken at nursery are taken with parents' consent and some are included in their learning journals. The nursery arranges a range of social events in nursery for parents, to encourage further discussions regarding their child's progress. There are effective partnerships in place with local schools where teachers visit the nursery and offer staff the opportunity to visit their school. An after and before school service is offered for some children who attend school and during the school holidays. This provides staff with additional opportunities to meet teaching staff and share aspects of individual children's development needs.

### **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 premises used for the purposes of the childcare are safe and suitable (compulsory part of the Childcare Register)
- take all necessary measures to minimise and identified risks (compulsory part of the Childcare Register)
- ensure the premises used for the purposes of the childcare are safe and suitable (voluntary part of the Childcare Register)
- take all necessary measures to minimise and identified risks (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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY396976
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	968357
<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>	47
<b>Number of children on roll</b>	43
<b>Name of provider</b>	BBDC Childcare Providers
<b>Date of previous inspection</b>	03/01/2013
<b>Telephone number</b>	01214304400

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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.

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.

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