

BBDC Childcare Providers

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

Inspection date	18/09/2014
Previous inspection date	10/04/2014

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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

- Children's learning and development, well-being and safety are compromised because the provider has not yet made sustained and effective progress in improving the provision to ensure the best possible outcomes for children are achieved.
- The provider fails to ensure all hazards are identified and minimised. Parts of the premises remain in a poor state of repair. There is a lack of hot water supply to children's hand basins and playrooms lack natural ventilation and day light. As a result, children are exposed to potential hazards and their well-being and safety are not fully assured.
- Children do not make enough progress in all areas of learning because next steps in learning are not always accurately matched to their needs and fail to challenge them. Ineffective monitoring by the provider of some parts of the educational programme has failed to secure enough improvement for the benefit of children who attend.
- The provider's monitoring of staff performance is weak, therefore, staff are not fully supported in developing their knowledge and understanding of good practice within early years. As a result, the quality of teaching is variable. Some staff lack confidence and do not interact positively with children to promote aspects of their learning, such as communication and language.

It has the following strengths

- Children are happy and settled because staff build positive relationships with both children and parents. Parents speak highly of the support their children receive.

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 had a tour of the nursery with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out joint observations with the manager and the provider.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Emma Daly

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 whom four hold appropriate early years qualifications at level 3 and one holds a qualification at 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 40 children on roll who are in the early years age group. The nursery 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

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

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

take all reasonable steps to ensure that children are not exposed to risks, in particular in the conservatory and outdoor areas

ensure that the premises are fit for purpose, in particular the conservatory area, and the availability of warm water in the bathroom for the 2-3 years room.

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

- ensure that performance management of staff is improved through effective monitoring and supervision to foster a culture of mutual support, teamwork and continuous improvement and to improve the quality of teaching
- plan and provide challenging activities for all children, including children with special educational needs and/or disabilities, so that they make the best progress
- ensure the educational programmes for communication and language are developed, so that staff use effective communication skills to support children's learning and provide opportunities for children to develop their language so that they make good progress.

Inspection judgements

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

The quality of teaching is variable and some staff do not have an adequate knowledge and understanding of how children learn and develop. The educational programmes do not adequately cover the seven areas of learning, in particular communication and language, and staff do not plan and provide a range of exciting opportunities for children. Consequently, children's individual learning needs are not fully met and they are not sufficiently challenged or stimulated in their play. Some staff interact and engage with children warmly and positively and are skilled at supporting children's interests. During a story time activity, a staff member keeps children interested and engaged by involving them in the story. For example, by skilfully questioning children and encouraging them to use their imagination and talk about what will happen next. They are able to express their own ideas and relate to their own feelings and past experiences. However, less confident staff do not recognise opportunities, such as when to adapt activities according to children's interests, or use effective communication to extend their learning further. As a result, children become bored and disinterested in activities quickly.

Staff carry out observations of children, record their next steps in learning and use these to plan activities. However, some children, including those with special educational needs and/or disabilities, are not fully supported in their learning, this is because children's next steps are not accurately identified. Therefore, any emerging gaps in their learning are not quickly addressed, resulting in them not making sufficient progress. Staff are welcoming and sit with children while playing in their self-chosen play. At times, this is sufficient to keep children engaged for short periods of time, but it does not meet all children's needs or extend their learning further. For example, on joining a child's solitary play with bricks, the staff's suggestions for extending learning are not followed by the child, who moves on to play elsewhere. This demonstrates, staff's inability to extend children's play effectively. Staff in the pre-school provide activities that will generally prepare children for school. Children confidently move around their environment with ease and are engaged in some purposeful play. They are provided with opportunities to make marks and develop their writing skills. Staff introduce colours, numbers and shapes, building on their knowledge and understanding as they move through the room. Children's independence is supported as they are encouraged to hang their bags and coats up as they come into nursery, go to the toilet and develop their self-help skills of dressing and un-dressing. As a result, some children are beginning to develop the skills needed for their move on to school.

Children, who speak English as an additional language, are generally supported in the acquisition of language and are beginning to communicate more confidently in English with staff and their peers during their play. Staff work in partnership with parents. They gather information from parents about their children's individual interests during the settling-in period. Parents are encouraged to share information regarding children's further development at home through completing 'stars'. The pre-school have introduced a home learning book for parents to complete activities at home with their children. Staff complete the progress check for children between the ages of two and three years in conjunction with the health visitor and evaluate children's progress in personal, social and emotional

and physical development and in their communication and language. This information is shared with parents during the assessment and any concerns are discussed and noted. Parents speak highly of the nursery, they say, 'staff are great, my child has made lots of progress here' and 'staff are really approachable'.

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

Children's health, safety and well-being are not fully assured because there are breaches of the legal requirements. Although, the outdoor area has been improved since the last inspection, children are still being put at risk because hazards are not being accurately identified. For example, there is part of the outdoor area that the provider explains is not being used because there are lots of brambles in the corner. However, through the risk assessments and during the daily check lists, staff have failed to notice many other hazards in this area. Although, the provider explains children are not using this area, during the inspection on more than two occasions children do access the area and not all staff seem aware of the procedures to follow when this happens. As a result, children spend a period of time unsupervised painting the wall in this area very closely to where a washing line is hanging down with a loop in it and a box underneath it, putting children at risk of harm. Other areas of the premises are still in a poor state of repair meaning that children do not have access to the large conservatory at the back of the building. As a result, the doors to one of the main playrooms remain closed meaning that children have no access to natural daylight or ventilation, compromising their health and well-being.

Children are happy within the nursery, they build positive relationships with staff and form friendships with their peers because staff encourage them to be aware of each other and play together. The key-person approach within the nursery means that parents are aware of who their child's key person is. They are encouraged to share information during the settling-in process to allow the key person to get to know the child and plan accordingly to meet their individual needs. However, some staff are not using this information to accurately plan activities that challenge children in their learning. Children are prepared for their move into other rooms or school because staff generally understand the importance of this. Pre-visits into other rooms are arranged and the key person contributes to a handover. In the preschool room, staff plan a variety of activities. For example, they use lots of books to aid discussions around how children are feeling, they complete transition forms for the new school teachers, invite the teachers into observe children and take the children on visits to their new school. This gives the teachers an idea of children's progress and learning styles prior to them starting school. This supports children's emotional well-being as they adjust to periods of change and their moves on to new settings.

Staff support children's physical skills as they play outside. Children have many opportunities to run around and use the bicycles. Younger children have walking aids to support their walking skills. All children have opportunities to make marks on a large scale as they paint walls with water and chalk on large pieces of wall paper. Staff teach children to balance and climb as they use the climbing frame and balancing beam. Children's behaviour is good because staff use appropriate strategies to promote positive behaviour. Pre-school children are developing a spaceship display where they have a merit rocket wall display and earn rewards for good behaviour. Staff encourage children to share and take

turns and use positive language to encourage good behaviour. Pre-school staff explain to children the consequence of their actions and encourage them to think about how others are feeling. As a result, children are aware of each other and play together. Children have access to drinking water throughout the day and staff encourage them to regularly have a drink. Children are reminded of the importance of washing their hands before mealtimes. Mealtimes in the pre-school room are promoted as a social time as staff sit with the children and take part in discussions, encouraging them to eat. However, in the younger rooms, children sit in silence for a length of time while they wait for their dinner limiting their opportunities to speak for a purpose.

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

The provider has not ensured that all legal requirements of the Early Years Foundation Stage are met. Areas for improvement identified at the last inspection and monitoring visit have not yet been addressed in full. This demonstrates weaknesses in the leadership and management of the setting and has a negative impact on their ability to meet children's needs. However, improvements have been made and an adequate range of resources are provided to support children in their learning. The provider and manager have worked closely together to make changes and improvements since the last inspection. However, they have not yet made sustained or effective progress in improving the provision to ensure the best possible outcomes for children. They have failed to meet all legal requirements of the Early Years Foundation Stage and the Childcare Register. As a result, children's learning and development is compromised and their well-being and safety are not maintained. The provider has yet to ensure all actions set at the last inspection have been met. There are ongoing issues with the premises and, although improvements have been made and the provider has taken steps to get the building surveyed, there are still areas that remain unsuitable for children to access. The conservatory at the back of the building is in a poor state of repair and is not currently in use, although, children use this area to gain access to the garden. Therefore, hazards remain that are a risk to children. At the last inspection, there was no hot water to the taps in the preschool bathroom. Although, this has been repaired, the provider is not effectively monitoring this situation across the whole building and the younger children's bathroom is now without hot water, compromising children's health and well-being. In spite of this, the manager and staff have an adequate understanding of the procedures to follow should they have any child-protection concerns. The manager and deputy are both designated safeguarding practitioners and ensure all staff have clear guidance to follow. Recruitment and selection procedures are in place to ensure all staff are suitable and all required checks are completed.

Children are being put at risk because risk assessments are not robust enough to ensure all hazards are identified and minimised. Although, risk assessments show that consideration has been given to some areas within the nursery, the provider and staff fail to take appropriate action with regard to the dangers in the outdoor environment. On the day of inspection, there was an area of the outdoor environment not being used by children because of brambles in the corner, which had been documented on a daily check sheet. However, the provider and staff failed to notice many other risks in the areas,

including a washing line hanging down from a large post, loose bricks and a large board leaning against a wall. Children use this area on several occasions during the inspection and the provider does not make it clear to staff that this area was not to be used. Therefore, staff were unclear of the procedure and failed to keep other children out of this area. As a result, children are exposed to hazards and their safety is not fully assured, putting them at increased risk of harm. The provider has completed a self-evaluation process but this has not included priorities for continued improvement. Action plans have been devised in partnership with the local authority advisors that identify weaknesses within the setting, but these measures have not ensured that all requirements have been met.

The manager and provider have introduced a system for monitoring the education programmes. However, this is in the early stages and therefore, some activities are still not providing sufficient challenge or being used to cover a variety of the all areas of learning to enable children to make good progress. Performance management has not yet been in place long enough to fully support less confident staff to develop their practice. As a result, the quality of teaching remains variable and some practice is inadequate. Partnerships with parents are a strength of the nursery and staff are working hard to get parents involved in their children's learning. Parents spoken to on the day of inspection spoke very highly of the nursery and in particular praised the welcoming and approachable staff team. The manager and provider keep parents involved in the operational issues of the nursery and fundraising events take place to raise funds to develop the garden area. The manager works closely with outside agencies to put support measures in place for individual children and the special educational needs coordinator works closely with the health visitor and follows advice given to her from specialist support services. Staff liaise with the local school and effective links have been made to support children's transitions to other settings. Staff are continually working with the local authority advisors to further develop practice and make improvements to the provision. Although, progress has been made, it is not yet sufficient to have a positive impact on all areas of the provision to ensure children are cared for in a safe and stimulating environment.

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 that the premises, including outdoor spaces used for the purpose of the childcare are safe and suitable (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health and safety of the children (compulsory part of the Childcare Register)

- ensure that the premises, including outdoor spaces used for the purpose of the childcare are safe and suitable (voluntary part of the Childcare Register)
- take all necessary measures to minimise any risks to the health and safety of the children (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY396976
Local authority	Birmingham
Inspection number	977893
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	40
Name of provider	BBDC Childcare Providers
Date of previous inspection	10/04/2014
Telephone number	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.

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Piccadilly Gate
Store St
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M1 2WD

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