

Oxford Day Nursery

35 Sherbourne Road, Acocks Green, BIRMINGHAM, B27 6DX

Inspection date	16/12/2014
Previous inspection date	30/06/2014

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 safety, learning and development are significantly compromised because leaders do not effectively monitor the quality of practice and provision within the setting.
- Arrangements for supervision are not rigorous enough to assess staff's performance and learning needs accurately, or to hold them to account for the quality of their work.
- The manager and staff do not have an accurate understanding of what the setting does well and what could be done better. Consequently, plans for improvement are weak.
- Hygiene practice across the setting is not consistently good enough. Consequently, children's health is put at risk.
- Staff in the toddler and pre-school rooms do not have a clear enough understanding of what children know and can do. Consequently, activities do not challenge the children so that they make good progress.
- Staff do not consistently maintain suitable records about attendance, medication and first aid. Consequently, children's safety and well-being are placed at risk. Not all required documents, such as first aid certificates are available.
- Ineffective risk assessments and poor deployment of staff mean that children's safety, health and well-being are put at risk.
- Parents are not actively encouraged to be involved in their children's learning and development within the setting and at home.

It has the following strengths

- Babies and young children are settled and well cared for. They form secure attachments with their key person who knows them well and plans for their next stage of learning and development.
- Staff have a secure understanding of child protection procedures.

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

- Two inspectors, one of Her Majesty's Inspectors (HMI) and a Regulatory Inspector (RI) carried out this inspection.
- The inspector (HMI) conducted three joint observations with the manager.
- The inspectors observed activities in the five play rooms and the outside learning environment.
- The inspectors checked evidence of suitability and qualifications of the staff, self-evaluation form, improvement plan, risk assessments, and policies and procedures.
- The inspectors spoke with the nursery owner, the manager, staff, parents and children at appropriate times throughout the day.
- The inspectors looked at children's assessment records and planning documentation, and staff records.

- The inspectors took into account the views of parents spoken to on the day.

Inspector

Joy Law

Full report

Information about the setting

Oxford Day Nursery was re-registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries privately owned by the same provider and operates from three floors of a converted detached house in the Acocks Green area of Birmingham. The nursery serves the local area and is accessed by a small step at the front entrance. It opens Monday to Friday, from 7.30am to 6pm, all year round, with the exception of bank holidays. There is an enclosed area available for outdoor play. The nursery employs 14 members of childcare staff, including the manager. Of these, eight hold appropriate early years qualifications at level 3, three hold a qualification at level 2, and two staff are working toward a qualification. The manager holds a childcare and management qualification at level 4. Children attend for a variety of sessions. There are currently 91 children on roll, who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It currently supports children with special educational needs and/or disabilities and those who speak English as an additional language.

What the setting needs to do to improve further

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

The provision is inadequate and Ofsted intends to take the following enforcement action. We will issue a Welfare Requirements Notice requiring the provider to: ensure risk assessments identify all potential hazards to children and leaders and managers take adequate steps to minimise or remove these risks; this is with particular regard to windows on the second floor

ensure staffing arrangements are organised to meet the needs of all children and ensure their safety; in particular the deployment of staff in the upstairs pre-school room.

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

- improve the quality of teaching by developing staff knowledge and understanding of how to promote the learning and development of all children across the seven areas of learning
- consider the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development, particularly regarding groups of children such as boys.
- ensure all parents are kept up to date with their child's progress and development and support parents in understanding and guiding their children's development at home and within the setting
- ensure staff undertake routine observation, assessment and planning for all children in order to understand their level of achievement, interests and learning styles, and to shape learning experiences for each child reflecting those observations
- implement effective procedures for the supervision of staff, including the manager, to ensure accountability arrangements are clear and understood, and to provide support, coaching and training for all staff.
- ensure learning and development opportunities for staff are closely focused on improving the weaknesses identified in the quality of teaching to ensure that they have the appropriate skills, knowledge and understanding to provide a quality learning experience for all children
- obtain written permission from a child's parent before administering medication and keep an accurate written record each time a medicine is administered to a

child (Also applies to both parts of the Childcare Register)

- ensure areas used for the preparation of food are suitable, comply with health and safety legislation and pose no risk of cross contamination. This is with particular regard to the kitchen on the second floor
- promote the good health of children and take necessary steps to prevent the spread of infection through good hygiene practice, such as regular use of tissues to prevent the spread of infection and making sure soap and hand drying facilities are available for use at all times
- maintain a daily record of the names of the children being cared for on the premises, including their hours of attendance (Also applies to both parts of the Childcare Register)
- ensure that records are easily accessible and available to those who have a right or professional need to see them; this is particularly regarding certificates of staff qualifications

Inspection judgements

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

The quality of teaching is too inconsistent because some staff have limited knowledge and understanding of how young children learn. Some staff are merely concerned with supervising and caring for children and not enough focus is placed on children's learning and development. As a result, high expectations are not in place for all children. Activities and experiences do not adequately cover all areas of learning.

Staff in the toddler and pre-school rooms, do not consistently challenge or stimulate children to be active learners. A lack of preparation for play means that children are bored, wander without focus and are not actively engaged in learning. Activities and resources are not well used. For example, during the inspection because staff had failed to prepare a creative activity in advance children sat for extended periods watching staff organise materials. Some lost interest and walked away. Children who remained made very limited contribution and the activity failed to challenge them to make progress.

Observation, assessment and planning for all children are not consistent in quality or frequency across the setting. Staff in the toddler and pre-school rooms do not consistently identify children's starting points or undertake regular assessments of children's learning and development. Planning is not effective in matching activities to children's individual learning needs. Consequently, children do not make good enough progress to prepare them for school.

Too much time is spent on routines around meal times. This means that children have insufficient uninterrupted time to create their own play and explore their ideas. The recently improved outdoor area is very well equipped to promote all children's physical development. However, staff do not use this as well as they could to promote learning for different groups of children such as boys. When boys become loud and boisterous as a result of a lack of stimulating and purposeful activities, staff fail to recognise the cause and take appropriate action. Consequently, children fail to make the progress they are capable of.

Babies and young children are well cared for. They form secure attachments with their carers who know them well. Staff find out what children know, understand and can do when they start at the setting and undertake on-going observations and assessments. They use what they know about the children to plan purposeful, age-appropriate activities which are sufficiently challenging and based on children's interests and next steps. As a result, babies and young children make good progress in their learning and development.

Parents are welcomed into the setting and speak positively about staff and the care their children receive. Parents know their child's key person and have regular opportunities to talk to them at the beginning and end of the session about their child's day. Twice a year parents' evenings provide more formal opportunities for parents to talk about their child's learning. Children's learning journals are available for parents to view. However, parents are not routinely encouraged to look at these and, as a result, not many parents do. Staff are not doing enough to actively involve all parents in their children's learning and development within the setting and at home.

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

The setting is breaching a number of the statutory requirements for the safeguarding and welfare of children because staff do not take sufficient action to ensure children's safety, health and well-being at all times.

Although staff have a secure understanding of child protection procedures, risk assessments are ineffective to ensure children are safeguarded at all times. Procedures for staff working alone with children are not good enough to ensure children's safety because adults do not always carry with them the means to summon assistance in the case of need. Concerns regarding staff deployment to ensure children are safe have been raised at previous visits by inspectors. Unrestrained windows on the second floor present a danger to children, and the food preparation kitchen on the second floor is not clean or maintained to a satisfactory standard. Children's medication and attendance records do not contain all the required information.

Children in the pre-school and toddler rooms are not provided with a good range of stimulating and visible resources which ignite their interests and curiosity. Consequently, some resources such as the mathematics area, book corner and home corner are under-used by children. As a result, some children, particularly boys, are not engaged in activities so they become bored or boisterous. This hinders their learning.

Children's healthy lifestyles are adequately supported. Children regularly access outdoor play. However, staff do not always take into account children's preferred ways of learning and miss opportunities to promote and extend children's learning outdoors. Children are given a varied range of snacks and meals, which include fresh fruit and vegetables. Staff promote children's developing independence through encouraging older children to serve their own lunch and younger children to feed themselves and independently access drinks. However, staff miss opportunities to extend children's independence further. Morning snacks are ready-prepared for older children. Children in the toddler room are given hand gel and not encouraged to wash their hands with soap and water, they are not encouraged to serve their own food, and are not routinely provided with knives to cut up their food themselves. Nevertheless, all children sit well at the table and enjoy eating together.

Older children have friendly and caring relationships with staff and each other. Babies and young children form secure bonds with the adults who care for them. Overall, children are generally developing confidence, behave well and feel safe.

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

At the last inspection the provider was not meeting a number of the statutory requirements for the learning and development, and the safeguarding and welfare of children. Following the inspection, the setting received two monitoring visits. During the first monitoring visit on 12 September 2014, Ofsted found that the provider had taken positive action to address most of the actions raised. However, the inspector found that three actions remained unmet. Although staffing ratios were being maintained, staffing arrangements did not meet children's needs sufficiently or ensure their safety. The provider had also failed to conduct a rigorous enough risk assessment. As a result, a number of hazards remained which compromised children's safety. The monitoring visit also found that the provider continued to fail to ensure that all children had access to drinking water at all times meaning that children's well-being was compromised. Consequently, enforcement action was taken against the provider.

On the 14 October 2014, a second monitoring visit took place to establish what steps the provider had taken to improve. In addition, the inspector looked at a concern raised about childcare practice relating to the setting's recruitment process. The inspector found that the provider had addressed the actions set in both the notice to improve and the welfare requirements notices which had, at that point in time, improved the safety and security of the premises, the monitoring of staff performance and the systems for improving the quality of teaching. However, the provider has failed to maintain the improvements made which is why this inspection has found leadership and management to be ineffective. Despite the action taken to improve since the last inspection and monitoring visits, the setting continues to breach a number of the statutory requirements for the learning and development, safeguarding and welfare of children, and Childcare Register, which are having a significant impact on children's care, learning and development.

The provider understands his legal responsibility to meet the learning and development, safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. However, the manager does not have a clear understanding of the practice and quality of the provision, and despite the efforts made, has failed to move the setting forward quickly enough. Consequently, children’s learning, development and welfare are significantly compromised.

Management and accountability arrangements are not clear. Ineffective staff supervision and performance management mean that the provider and manager do not have an accurate assessment of staff’s performance and learning needs. Therefore, the manager and staff are not sufficiently challenged and held to account.

Self-evaluation is inaccurate because leaders are not effectively checking the quality of teaching and the progress children are making closely enough and therefore, do not have an accurate view of the quality of teaching taking place and the progress all children make. Improvement plans are not sufficiently detailed in order to bring about the necessary improvements.

Recording keeping is poor and, in some instances, not in place which breaches requirements. Staff do not consistently maintain accurate records of children’s attendance, adults on the premises, medication administered and accidents. First-aid certificates were unavailable to confirm which staff are qualified to administer first aid.

The staff team have developed a sufficiently secure understanding of child protection as they are suitably trained. They know their role and responsibilities should they have a concern about a child in their care or the actions of another professional.

Where concerns are raised regarding a child’s development, the manager works in partnership with parents and other agencies, such as health visitors and the special educational needs coordinator. As a result, play plans are now being developed to support children’s next stage in learning and development.

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 risk assessments identify all potential hazards to children and leaders and managers take adequate steps to minimise or remove these risks; this is with particular regard to windows on the second floor (compulsory part of the Childcare Register)

- maintain a daily record of the names of the children being cared for on the premises, including their hours of attendance (both compulsory and voluntary parts of the Childcare Register)
- obtain written permission from a child's parent before administering medication and keep an accurate written record each time a medicine is administered to a child. (compulsory part of the Childcare Register)
- ensure areas used for the preparation of food are suitable, and pose no risk of cross contamination and comply with health and safety legislation, this is with particular regard to the kitchen on the second floor (compulsory part of the Childcare Register)
- ensure risk assessments identify all potential hazards to children and leaders and managers take adequate steps to minimise or remove these risks; this is with particular regard to windows on the second floor (compulsory 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	EY427931
Local authority	Birmingham
Inspection number	1000304
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	60
Number of children on roll	91
Name of provider	Shezad Inayat
Date of previous inspection	30/06/2014
Telephone number	0121 764 5535

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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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