

# Music Box Day Nursery

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



## Inspection date

11 May 2015

Previous inspection date

19 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is variable, particularly in delivering activities that challenge more able children, or in helping to close gaps in children's learning and development.
- Practitioners successfully describe and record children's achievements accurately, which they share with parents. However, their assessment of the skills children need to develop and their identification of how this will be achieved is variable.
- Children choose what they want to play with from a variety of resources and interesting activities which motivate them to learn. However, at times staff interrupt children's play to encourage them to join routine activities, some of which are repetitive, consequently, children are not always able to finish what they are doing and lose interest.

### It has the following strengths

- Practitioners are calm and use positive language to help children overcome emotional distress and develop their self-esteem.
- Practitioners working with younger children develop strong relationships with children. The key-person system encourages two-way communication and contribution from parents. This means practitioners are able to provide appropriate support to meet children's individual needs during settling-in times.
- Children with identified additional needs are well supported and the Special Educational Needs Coordinator communicates regularly with other professionals, parents and carers in support of families and colleagues. This enables practitioners to devise plans to develop a programme of education tailored to meet children's individual needs.

## What the setting needs to do to improve further

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

- extend children's opportunities for uninterrupted time to play, explore and pursue their learning
- improve the assessment of observations and routines in the nursery to enable children to experience a varied and challenging programme based on accurate identification of the skills children need to acquire to make the next step in their learning and development
- improve the quality of teaching by; developing further coaching and training opportunities for practitioners, so they can build on their understanding of how to help children gain the most from activities and resources offered, which interest children, at a pace and length dictated by them.

### Inspection activities

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

### Inspector

Esther Gray

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Most children make steady progress towards the early learning goals, however, teaching practice is inconsistent. Although practitioners are suitably qualified some practitioners fail to sufficiently challenge all children and therefore they do not become fully engaged. The routines of the day interrupt rather than enhance the learning opportunities for children. For example snack time stops play and learning. Although some practitioners accurately describe observations of children's achievements, they fail to effectively identify the skills children need to develop to make the next step in their learning. Children largely choose where to play and spend time at their chosen activity. This develops their independence and they have fun. The inconsistency in accurate assessment means that children do not always maximise their learning. Staff make contact with the schools that children move on to next and talk to children about what they can expect. This helps them gain some of the skills and confidence they need to be ready for school. Parents spoken to during the inspection are happy with their children's progress.

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

Children develop friendships with their peers and strong attachments to the adults caring for them. Children are safe and well cared for because staff assess the environment daily and ensure that hazards are removed from areas used by children and make sure the premises are secure. Practitioners manage children's behaviour calmly and consistently. When children become agitated or over excited, they are helped to resolve conflict and deal with their emotions. Lunchtime and snack time are enjoyable social occasions when children gain independence and good social skills. Children use the bathroom with growing confidence, managing their care needs well. Parents are encouraged to join with staff in promoting healthy eating with children. This benefits the families within the wider community. Children regularly take part in physical play both indoors and outside promoting their physical development. Practitioners have a good understanding of local child protection procedures which helps children and their families feel safe.

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

Leaders and managers understanding of Early Years Foundation Stage is satisfactory and they identify priority actions in an action plan to ensure the quality of care and education is capable of sustained improvement. Managers are developing an overview of the skills practitioners bring to their work, through supervision and observation to identify where their training needs are. However, practitioners do not always accurately identify children's achievements or the next steps children must make. Children do not quickly develop all the skills they need to progress. It is too soon to evaluate the steps leaders and managers are taking in support of practitioners with increased coaching and training opportunities. There are strong links with other professionals in support of children with additional needs. More able children are, however, insufficiently challenged to reach their potential.

## Setting details

<b>Unique reference number</b>	EY456765
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1007878
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Sarah Jan Morsa
<b>Date of previous inspection</b>	19 January 2015
<b>Telephone number</b>	01215153500

Music Box Day Nursery was registered in 2013. It is situated in the Handsworth area of Birmingham, and is managed by a private provider. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

