

Alphabets@Hollymoor

Hollymoor Centre,, 8 Manor Park Grove, Birmingham, West Midlands, B31 5ER



Inspection date	20 October 2015
Previous inspection date	27 October 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Leaders and managers have failed to improve weaknesses in practice raised at previous inspections. Self-evaluation has not been used effectively and the managers do not clearly identify where improvements are required.
- Staff do not follow appropriate procedures to ensure all accidents that occur are recorded and that parents are informed in a timely way.
- The monitoring of children's progress and staff's teaching skills is not good enough. This means that some children do not benefit from good quality teaching and learning to help them make good progress.
- Some staff have extremely low expectations for some children. Staff do not ensure that all children who are not reaching expected levels for their age, achieve their next steps for learning. This includes disabled children and those who have special educational needs.
- Staff do not use information gained from parents and their observations to plan precisely for every child. In addition, ongoing information about children's progress is not always shared with parents.

It has the following strengths

- Children's health is promoted as they enjoy nutritious meals. Staff sit with the children at mealtimes and promote them as social occasions. Children develop their physical skills and they enjoy playing outdoors.
- Staff encourage more-able children to have their own ideas and opinions, as they ask them to contribute to the floor books during group time. Children are generally settled and have built sound relationships with their key person.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure that accident procedures are consistently followed so accurate records are maintained and parents are informed in a timely way 	22/10/2015
<ul style="list-style-type: none"> ■ ensure that staff receive the coaching, training and support that they require to develop an understanding of how to effectively promote all children's learning and enhance the quality of their teaching 	30/11/2015
<ul style="list-style-type: none"> ■ raise staff expectations for every child, including disabled children and those who have special educational needs, and provide challenging learning experiences in every room 	18/11/2015
<ul style="list-style-type: none"> ■ ensure that observations of children accurately identify their next steps for learning and use this information to shape learning experiences that help every child to make continued progress 	18/11/2015
<ul style="list-style-type: none"> ■ use information gained from parents to identify the support each child needs when they first start and share ongoing information so that any areas of concern are highlighted at the earliest opportunity. 	18/11/2015

To further improve the quality of the early years provision the provider should:

- monitor and evaluate the progress children are making and ensure any gaps in children's learning are quickly identified, so that all groups of children make expected progress from their starting points.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery manager.
- The inspector held meetings with the managers. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents, children and staff during the inspection and took account of their views.

Inspector

Emma Daly

Inspection findings

Effectiveness of the leadership and management is inadequate

Leaders and managers do not demonstrate the capacity to make the improvements required to raise standards. Monitoring and evaluation have not been effective because managers do not recognise where practice is weak. They have not clearly identified where children appear to be making no progress in some areas of their learning. In addition, they have unrealistic views of some aspects of their provision. The staff team are well qualified and receive continued training. The managers carry out supervisions and set targets for improvement. However, this is not having a positive impact on the quality of their teaching. Some staff still do not have a good enough understanding of how they can meet the individual needs of each child. The managers are working closely with the local authority and improvements to the environment have been made. Arrangements for safeguarding are effective. Clear recruitment and vetting arrangements ensure that all staff's suitability is checked. Staff demonstrate a sound understanding of their responsibilities to protect children from harm.

Quality of teaching, learning and assessment is inadequate

Older children in the pre-school room benefit from a suitable range of activities that challenge and motivate them to learn. They enjoy taking part in a range of outings, which helps them to learn about the wider world. Staff in this room skilfully question children. They encourage them to think of their own ideas and allow them time to respond. However, not all children benefit from the same opportunities. This significantly limits the progress that some children make. Some staff are not skilful at differentiating their teaching methods. This means that some activities are not matched to children's age and stage of development. The youngest children's learning is interrupted because staff do not engage all children during activities. Staff do not use effective teaching methods to help children with identified speech and language delay to make progress. In the toddler room, children generally enjoy a wide selection of activities. However, staff are not accurately planning for every child to build on what children know and can do. Clear gaps in some children's learning are evident. Staff are not working closely enough with some parents to ensure targeted support is put in place to help children make the best possible progress.

Personal development, behaviour and welfare are inadequate

Staff working with the pre-school children talk to them and remind them how to keep themselves safe. Staff complete risk assessments to ensure any hazards are identified and minimised. However, children's welfare is not fully promoted because some staff do not follow the appropriate accident procedures. Accidents are not always recorded and shared with parents on the day they occur. Staff remind children how to behave. They teach them to share and take turns and praise their achievements. However, staff do not recognise when children are bored. Consequently, the behaviours of some children have a negative impact on other children's learning.

Outcomes for children are inadequate

There are many groups of children not making expected progress. This includes children whose starting points are lower, disabled children and those who have special educational

needs. They are not being provided with suitable experiences to help them make good progress. Some children are not gaining the skills they need to prepare them for the next stage in their learning and their move on to school.

Setting details

Unique reference number	257171
Local authority	Birmingham
Inspection number	1012765
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	37
Name of provider	Longbridge Childcare Strategy Group
Date of previous inspection	27 October 2014
Telephone number	0121 683 1838

Alphabets@Hollymoor was registered in 1995. It is one of five provisions run by Longbridge Childcare Strategy Group. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The manager holds a Early Childhood Studies degree. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of disabled children and those who have special educational needs. It supports a number of children who speak English as an additional language.

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