

Music Box Day Nursery

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



Inspection date

Previous inspection date

26 January 2016

11 May 2015

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

- Recent staff and management changes mean that new systems and procedures are yet to be embedded. Actions raised at the last inspection have not been met. Additional weaknesses mean that the provider is in breach of several legal requirements.
- Children are at risk as the daily risk assessments of the premises are ineffective. Hazards are not identified and addressed to ensure the safety of the children.
- The quality of teaching is poor and some aspects of the education programme are weak. Children are not challenged, resources are uninviting and systems of observation and assessment are ineffective. These weaknesses hinder children's progress.
- The key-person system is inadequate. Children have limited opportunities to form close attachments. Staff do not manage children's behaviour consistently. Consequently, children's care and well-being are not supported.
- Partnerships with parents are weak. Parents are not provided with enough information about the setting when their children join. Staff do not encourage parents to be sufficiently involved in their child's ongoing learning and development.
- Staff do not carry out the required progress check for children aged between two and three years. Links have not been established with other settings children attend.

It has the following strengths

- The children benefit from nutritious food. Meals and snacks are varied, which helps to promote healthy eating and a positive attitude towards food and drink.

What the setting needs to do to improve further

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

	Due Date
■ ensure the risk-assessment process is effective in practice and take reasonable steps to prevent children leaving the premises and unauthorised persons entering the premises, with particular regard to the security of the boundary gates	27/01/2016
■ provide support, coaching and training for all staff to ensure that they have the appropriate skills, knowledge and understanding they need to deliver a quality learning experience for all children, achieved through high-quality teaching	08/03/2016
■ improve the key-person system to ensure that every child's care is tailored to meet their individual needs and helps children to become familiar with the setting and build secure, settled relationships	09/02/2016
■ improve procedures for managing children's behaviour and develop strategies to ensure consistency across the staff team	23/02/2016
■ provide children with an environment that is appropriately resourced and offers them more choice, a good level of challenge and enjoyable experiences	23/02/2016
■ implement effective systems to observe, assess and monitor children's learning and use this information to identify their individual needs, interests and stage of development, and to plan a challenging experience for each child in all of the areas of learning and development	08/03/2016
■ establish effective partnerships with parents, provide the required information to parents when children join and develop a shared approach between home and the setting to ensure that children benefit from continuity in their care, learning and development	23/02/2016
■ ensure that the required progress check for children aged between two and three years is carried out and that parents are provided with a short written summary of their child's development in the prime areas, identifying the child's strengths and any areas where the child's progress is less than expected	23/02/2016
■ make links with other settings children attend and establish a two-way exchange of information about children's learning and development.	23/02/2016

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 a joint observation with the nursery manager.
- The inspector spoke to the provider, manager and staff at appropriate times during the inspection.
- The inspector looked at children's learning records, the planning documentation, and a range of other documentation.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider and newly appointed manager demonstrate a sound understanding of the statutory framework for the Early Years Foundation Stage. However, although they have reviewed the provision and identified some weaknesses in practice, they have not ensured that all of the legal requirements are met. Arrangements for safeguarding are ineffective. Staff do not carry out robust risk assessments and significant weaknesses are not identified. During the inspection, two boundary gates were unlocked despite staff recording in their risk assessment that the gates were locked. Children are put at risk because unauthorised persons can enter the premises unchallenged and children can leave unsupervised. Staff have a sound knowledge of the procedures to follow in the event of a concern about a child in their care. Although all staff are qualified, they are not using their knowledge and skills to good effect. The manager has developed systems for staff supervision and appraisal. However, staff monitoring and training have not yet resulted in raising the quality of teaching to a good enough level. Staff do not always carry out the required progress check for children aged between two and three years. The manager does not have a system in place to track children's learning and development. This means there are missed opportunities to identify and address any areas where progress is less than expected. Parental partnerships have not been established. New parents have not been given any information about the service provided and have not been told who their child's key person is. Staff do not do enough to actively involve parents in their child's learning and development.

Quality of teaching, learning and assessment is inadequate

Teaching is poor. Staff do not engage in quality interactions with children. Assessments of children's progress have not been made. This means that staff do not have a clear overview of what children know and what they need to learn next. Staff do not ensure that individual planning is carried out to meet the needs, interests and learning styles of each child who attends. Some activities are mundane and lack a good level of challenge. For example, resources in the pre-school room for mark-making and writing are limited or uninviting. As a result, children are not engaged or motivated to learn and this significantly reduces the amount of progress they make. Links have not been established with other settings children attend. Children who attend more than one setting do not benefit from a shared approach to their care and learning needs.

Personal development, behaviour and welfare are inadequate

Major staff changes mean that there are several new members of staff in the setting. Some staff are unsure who their key children are. Staff do not provide enough support to their key children when they are upset. This means that some younger children do not have the support of a secure relationship and are unsettled. Staff do not give clear messages to children about what is and is not acceptable when poor behaviour is observed. Children frequently take toys from each other and ignore simple instructions from staff. Staff are not consistent in their approach to managing behaviour. They do not provide clear explanations as to why children's behaviour is not acceptable. Staff do not

help children to understand the consequences of their actions and children are not encouraged to behave well.

Outcomes for children are inadequate

Outcomes for children are limited. Significant weaknesses in teaching mean that children are not supported to make good progress in their learning and development. Children are not well prepared for their future learning at school.

Setting details

Unique reference number	EY456765
Local authority	Birmingham
Inspection number	1017076
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	50
Number of children on roll	29
Name of provider	Sarah Jan Morsa
Date of previous inspection	11 May 2015
Telephone number	01215153500

Music Box Day Nursery was registered in 2013. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one at level 2. One member of staff is qualified to degree level. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

