

Halesowen College Nursery

Whittingham Road, Halesowen, West Midlands, B63 3NA



Inspection date

13 April 2016

Previous inspection date

11 May 2010

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
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

- Students and staff who are new to the nursery do not have an adequate knowledge of the safeguarding policy and procedures or who is taking the lead role for safeguarding children. This affects their ability to protect children's welfare.
- Managers do not give new staff, students or cover staff a suitable induction or effective supervision, support or coaching to help them understand their role and responsibilities.
- Some children's achievements are not accurately assessed because staff do not consistently gather information from parents about what children can do when they first attend. Plans to move children forward are not always well matched to individual children's abilities, shared with other staff or used to plan suitably challenging activities.
- Staff are not sufficiently focused on helping all children to think for themselves, explore their ideas or to develop their speaking skills. Older children are not consistently helped to understand and follow good hygiene routines or to be independent.

It has the following strengths

- Staff work with parents and other professionals to make sure disabled children and those who have special educational needs are supported well. This group of children are making consistent progress in their learning, taking into account their starting points.
- Staff take appropriate steps to help children who speak English as an additional language to use all the languages spoken at home in their play and learning.
- Parents comment on the friendly and welcoming staff. Children enter the setting happily and are settled.

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
■ ensure all staff and students understand and follow the safeguarding policy and procedures and know who the designated person is that takes the lead responsibility for safeguarding children	09/05/2016
■ provide effective induction, supervision and coaching for all staff, students and cover staff to help and support them to understand their roles and responsibilities	09/05/2016
■ ensure assessments of learning are informed by the views of all parents and carers, shared with all staff and used to plan suitably challenging activities to promote good progress in all children's learning	09/05/2016
■ improve the quality of teaching so that all children are helped to think for themselves, explore their ideas and develop their speaking skills.	09/05/2016

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

- use all opportunities to further develop the skills of older children to be independent and to learn the importance of good hygiene routines.

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 deputy manager of the nursery.
- The inspector held meetings with the deputy manager. 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 small selection of parents during the inspection and took account of the views of parents provided by the deputy manager.

Inspector

Dianne Adams

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The nursery is experiencing a lot of changes to management and staff. New staff, students and staff covering for absences are not provided with effective induction, coaching and support. They do not know what their role and responsibilities are. New staff and students have not read the safeguarding policy and procedures. They do not know the name of the designated person responsible for safeguarding children, so that they know who to turn to should they be concerned about a child. This does not promote children's welfare. Overall, managers and staff are well qualified. However, those in charge have failed to identify and address weaknesses in teaching and children's learning. Staff are recruited appropriately. Checks are carried out to ensure staff are suitable to work with children. Staff make regular safety checks and keep all areas free from hazards. All staff have attended training to develop their knowledge of the importance of promoting British values.

Quality of teaching, learning and assessment is inadequate

The quality of teaching has significant weaknesses. Staff do not obtain the views of all parents and carers about what children are learning at home. This means that ongoing assessments of learning are not always accurate. Plans made for some children's future learning are not always focused on the areas where children are making less progress. Staff do not consistently share the next steps planned for children's learning with the rest of the staff team. This results in some children not being adequately challenged. Some children do not make the progress they should in their communication and language skills. Staff do not always encourage children to think for themselves or explore their own ideas. That said, all children show an interest in the wide range of resources made available to them. Young children show interest in the sounds made by musical instruments. Older children enjoy using their imagination to paint pictures of a helicopter and a sad face.

Personal development, behaviour and welfare are inadequate

Children's safety is not adequately protected. New staff and students are not helped to develop their knowledge of how to promote children's welfare. At times, staff do not help older children to be independent or to learn the importance of following good hygiene routines. All staff are effective in managing children's behaviour. Children learn how to manage their feelings and to contribute positively to the nursery. Children develop friendly relationships and are learning to cooperate with others. Staff take time to get to know children and their families as they enter the nursery. They help children develop friendly relationships with other children and adults. Children are learning about some aspects of a healthy lifestyle. They enjoy planned times to play outdoors in the fresh air. Meals and snacks are nutritious and balanced.

Outcomes for children are inadequate

Not all children are making the progress they should from their starting points. In some instances, the gaps in children's learning are widening. Children are not always well prepared for the next stage in their learning or for school, when the time comes. All children are developing their literacy skills. Young children enjoy exploring books and are

learning to listen to stories. Older children develop their early writing skills as they give meaning to the marks they make as they draw, write and paint.

Setting details

Unique reference number	253788
Local authority	Dudley
Inspection number	854836
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	38
Number of children on roll	67
Name of provider	Keith Bate
Date of previous inspection	11 May 2010
Telephone number	0121 602 7677

Halesowen College Nursery was registered in 1997 and is situated close to the town centre of Halesowen. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, one holds a level 5 qualification and one is qualified to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm Monday to Thursday, and from 8am until 5pm on a Friday. The nursery provides funded early education for three- and four-year-old children. The nursery supports children who speak English as an additional language, disabled children and those who have special educational needs.

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