

# Keystone Neighbourhood Nursery

Purbeck Croft, Quinton, Birmingham, B32 2NL



<b>Inspection date</b>	14 April 2016
Previous inspection date	16 July 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Recent staff and management changes mean the quality of some aspects of the provision has not been maintained. Teaching quality varies across the nursery. Staff do not receive enough support and coaching to ensure all practice is at least a good level.
- The systems to monitor children's progress, identify any gaps in learning and ensure that sufficiently challenging experiences are planned are not fully effective.
- Some staff do not apply consistent strategies to manage children's behaviour effectively. As a result, not all children learn to behave well.
- Staff do not always consider the needs of the younger children when they play in large groups with older children. They do not always identify when younger children require extra support to engage in play and learning.

### It has the following strengths

- Staff organise a welcoming environment that is safe for children. They provide a suitable range of resources that children use well to support their learning. Children are, generally, happy and settled.
- Teaching in the baby room is stronger than elsewhere and babies make good progress as a result. Staff in the baby room are kind and caring. They talk gently to babies and encourage them to join in a variety of activities.
- Staff have established sound relationships with parents and talk to them daily to share information. Consequently, parents are happy with the service provided and feel suitably informed.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ provide effective support, coaching and training for all staff to ensure that the quality of teaching is raised to at least a good level throughout the nursery	26/05/2016
■ implement effective systems to monitor children's progress; identify and address any gaps in children's learning and support staff to accurately plan challenging experiences for each child in their care.	26/05/2016

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

- focus more closely on supporting younger children to engage in purposeful play and learning when they are grouped with older children
- help children to learn to manage their own behaviour more effectively.

### 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 spoke to children and staff during the inspection and completed a joint observation with the manager.
- The inspector held discussions with the manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector looked at children's learning records and sampled policies and procedures.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

Trisha Turney

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Leaders have reviewed the provision and action plans have been developed to target weaknesses. However, these plans are in the early stages and have not yet succeeded in raising the overall quality of teaching to a good enough level. Although most staff are qualified, they are not all using their knowledge, understanding and skills to good effect. There are systems in place for staff supervision and appraisal. However, staff monitoring and training have not resulted in good quality teaching. The manager tracks children's learning and development regularly. However, she does not always ensure that staff are planning appropriately to address any gaps or where progress is less than expected. Safeguarding is effective. Staff demonstrate their awareness of the procedures to follow if they are concerned about a child's well-being to help protect them from harm. Staff work closely with other professionals and agencies involved in children's care.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching and learning differs across the nursery. The teaching delivered in the baby room is good. For example, staff sing action songs with babies and encourage younger children to say first words. However, teaching for children aged two years and over is not as effective. This is because not all staff plan appropriate activities to address any gaps in children's learning quickly enough or provide challenging activities. Although there are some weaknesses in planning, staff provide older children with, generally, positive play experiences. For example, they enjoy using all their senses as they experiment with mud, cornflour and water in their play.

### **Personal development, behaviour and welfare require improvement**

Staff are attentive in the baby room. They respond with cuddles and reassurance when they recognise that babies are tired or upset. Staff working with older children are not consistent in their approach to managing their behaviour. For example, some staff ignore inappropriate behaviour and do not make their expectations for good behaviour clear. As a result, not all children learn how to behave appropriately. Staff encourage children to use the outside area daily. Here, staff provide a varied range of suitable, stimulating resources which helps children to develop their physical skills. For example, children run, climb and balance. The room for two-year-old children has recently merged with the pre-school room to enable children of mixed ages to play together. However, not all staff recognise when some younger children need more support or encouragement. At times, these children wander around and are not sufficiently engaged in purposeful play.

### **Outcomes for children require improvement**

Children aged two years and over are not making as much progress as they should. However, they are learning to be independent and gain some basic skills to help prepare them for their move on to school. For example, they serve their own food and pour their own drinks. Babies are making better progress than older children. They are learning to take first steps with confidence and early speaking skills are emerging due to the effective support they receive.

## Setting details

<b>Unique reference number</b>	EY341004
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1042069
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	16 July 2012
<b>Telephone number</b>	0121 675 7922

Keystone Neighbourhood Nursery was registered in 2007. The nursery employs 15 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, four at level 2 and one member of staff holds a level 6. The manager holds a level 5 qualification. The nursery opens from Monday to Friday, all year round, except for public holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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