

# Little Collier Neighbourhood Nursery

Colley Lane Primary School, Colley Lane, Halesowen, West Midlands, B63 2TN



<b>Inspection date</b>	26 October 2016
Previous inspection date	27 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- Staff lack an understanding of the safeguarding requirements. They do not know about more recent safeguarding legislation and guidance.
- Managers lack a good understanding of the importance of recruitment checks. They do not carry out robust vetting and identification checks on all staff.
- Staff do not have a good understanding of how to identify and minimise all possible risks to children within the environment. They do not consistently keep children safe.
- Staff do not always obtain written permission from parents prior to administering pain relief medicine to children.
- Performance management processes are not good enough. Staff do not have the knowledge they need to fulfil their roles to a high standard or improve teaching.
- Sometimes, key persons are not deployed effectively. Children who have special educational needs and disabilities do not always receive the targeted help they need.
- Staff do not consistently plan purposeful activities to promote children's good progress. Children do not always benefit from experiences that build on their current learning.
- Managers do not have a precise enough overview of the progress children make to be able to support staff to help them consistently achieve well.
- Managers do not reflect carefully enough on the quality of the nursery to improve.

### It has the following strengths

- The environment is well resourced. Children have access to a range of toys and equipment. They are keen to play and explore. Children, generally, enjoy attending.

## 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:

	<b>Due Date</b>
■ ensure staff develop an up to date and robust understanding of the safeguarding requirements for the early years foundation stage, including any advice and guidance issued by government	21/11/2016
■ ensure managers have a good understanding of their responsibilities and carry out robust vetting and identification checks on all those working at the nursery	21/11/2016
■ identify and minimise all possible risks to children within the environment	21/11/2016
■ ensure staff obtain written permission from parents prior to administering any medication to children	21/11/2016
■ improve performance management processes to equip staff with all of the knowledge required to fulfil their roles and improve the quality of teaching	09/01/2017
■ review the deployment of key persons and ensure that all children who have special educational needs and disabilities receive the targeted help they need	09/01/2017
■ enhance the planning and ensure children consistently benefit from purposeful activities and experiences that build on their individual learning and promote their good progress.	09/01/2017

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

- monitor children's attainment more precisely, in order to give staff the support and guidance they need to promote their good progress
- reflect more carefully on the overall quality of the setting to continually improve.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the policies, procedures, 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 their views.

## Inspector

Josephine Heath

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are ineffective. The manager has failed to follow robust recruitment processes for all staff working in the nursery. She lacks a secure understanding of the importance of thorough identifying and vetting checks. Some staff are unaware of their duty to prevent children being exposed to extreme ideas about right and wrong. They do not have a clear knowledge of how to recognise signs of this or what to do if this situation occurs. Furthermore, an understanding of risk assessment within the nursery is not good enough. Staff are unable to demonstrate how they identify and ensure that all possible risks are well managed within the setting. For example, in the pre-school when the floor becomes wet from children playing with water, staff do not act promptly to clear this up. Furthermore, they fail to talk to children about the danger and only act to rectify the situation once a child has slipped over. Their practice does not adequately keep children safe and protect them from harm. Although, the majority of staff are qualified, they are not supported well enough in their roles. Performance management is not good enough. Staff are not always equipped with the knowledge required to fulfil their roles or improve the quality of teaching. Self-evaluation is weak. Managers have failed to identify and take effective action to address all weaknesses within the provision. They have been unable to maintain good standards.

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

The quality of teaching is variable. Staff do not always plan and provide good quality activities and experiences that meet children's individual needs. Furthermore, children who have special educational needs and disabilities do not always benefit from the targeted help they need in their learning. This means, sometimes, children struggle to join in with activities or to become fully absorbed in what they are doing. They do not have consistently good enough opportunities to build on their current skills. Nevertheless, staff get to know children well. They routinely observe and assess children's development. Generally, staff interact positively with children. For example, staff spend time playing with children at their level. They talk to children, ask simple questions and give them time to respond in conversations. Children's communication and language skills are developing. Partnership working with parents, other providers and professionals is established. Information about children's care and learning is shared. This helps ensure children benefit from some continuity between the different settings they attend. Managers have a basic overview of the progress children make. However, this knowledge is not precise enough or used well to support staff's teaching practice and promote children's good progress.

### **Personal development, behaviour and welfare are inadequate**

Due to significant weaknesses in safeguarding practices, children's welfare is not adequately promoted. Key persons are not always well deployed. Sometimes, children do not have their key persons present when they attend. This, particularly, affects the education of children who have special educational needs and disabilities. Although, verbal permission for the administration of medication is always sought, prior written permission is not. This is in particular regard to some pain relief medication that is provided by the

nursery. Children's emotional well-being is promoted in some ways. Staff are kind, caring and friendly. Children settle quickly and are happy attending. Children's health is also promoted in some ways. The environment is clean and the temperature regulated. The nursery benefits from daily cleaning. It has also undergone some refurbishments. For example, new flooring and new boilers have been recently installed. Staff are sensitive to children's care needs and these are managed well. Nutritional food is available for children. Staff also give parents the choice to supply food from home. Staff find out about children's preferences and dietary needs and ensure alternative options are provided to accommodate these. Staff ensure children adopt good hygiene routines, such as keeping their hands, noses and faces clean throughout the day to prevent the spread of illness. All children benefit from fresh air daily. Children, particularly, enjoy riding on wheeled vehicles and climbing and balancing on the low-level equipment.

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

Children are not yet highly successful learners. The progress some children make is not good enough. Nevertheless, in the main, children acquire the key skills they need for the next stage of their learning and the eventual move on to school. Children are independent. They manage their personal care needs and make choices about how they spend their time. Children behave well. They play with others and, generally, listen to staff. They also enjoy the responsibility of small tasks, such as feeding the rabbits. Children are developing literacy and mathematical skills. They enjoy opportunities to experiment with making marks using a range of materials, including crayons and play dough. They like sharing stories with staff and singing songs. Children can count up to 10 and are learning to use positional language, such as on top, behind, in front and under.

## Setting details

<b>Unique reference number</b>	EY287123
<b>Local authority</b>	Dudley
<b>Inspection number</b>	1075690
<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 - 11
<b>Total number of places</b>	72
<b>Number of children on roll</b>	139
<b>Name of registered person</b>	The Governing Body of Colley Lane Primary School
<b>Registered person unique reference number</b>	RP901827
<b>Date of previous inspection</b>	27 September 2012
<b>Telephone number</b>	01384 816 781

Little Collier Neighbourhood Nursery was registered in 2004. The nursery employs 25 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 or above. The manager holds early years teacher status. The nursery opens Monday to Friday, all year around. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and disabilities and children who speak English as an additional language.

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