

Kitts Green Childrens Day Nursery

45 Ridpool Road, Kitts Green, Birmingham, West Midlands, B33 9RB



Inspection date

9 January 2017

Previous inspection date

29 November 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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:

- The key-person arrangements are not managed effectively enough to ensure children's individual needs are always met well.
- Staff do not always make accurate assessments of children's development to ensure they plan effectively to close gaps in learning rapidly.
- The quality of teaching is not consistently strong across the nursery. Staff do not adapt learning experiences to children's individual stages of development, in order to raise their learning to good levels.
- Monitoring of staff's practice and children's learning is not good enough and does not ensure all children receive effective support to make good progress from their starting points.

It has the following strengths

- Children are cared for in a welcoming, well-resourced environment, where they are free to explore their surroundings and enjoy play.
- Children's good health is promoted well. They enjoy nutritious meals and healthy snacks. Children play outside daily in the well resourced play space.
- The partnerships with parents are strong. Staff inform parents regularly about what their children can do and know. Parents say that children are happy in the nursery.

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 each child is assigned a key person in order to meet their individual needs at all times	16/01/2017
■ support staff to make accurate assessments of children's development and to close gaps in children's learning rapidly	30/01/2017
■ take account of children's stages of development and plan appropriate learning experiences to meet their individual needs.	30/01/2017

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

- strengthen the monitoring of staff's practice and children's learning and take timely action to improve outcomes for children.

Inspection activities

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

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers have not ensured that some children are assigned a key person for each day of their attendance at nursery. The handover from one key person to another is not managed effectively so that relevant information is shared clearly to meet children's needs. Staff observe each other's teaching as part of their professional development. However, the monitoring of children's learning and assessment is not robust enough. Managers do not ensure staff address gaps in children's learning in a timely manner. Managers and staff maintain good communication with parents. They discuss what parents do to continue their child's learning at home. The arrangements for safeguarding are effective. Managers maintain their knowledge with regular information obtained through the local authority's systems. Staff have a good understanding of their responsibilities to keep children safe.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff who work with younger children do not adapt activities to suit children's stages of development. Although staff interact well with children, they do not promote children's communication skills to the highest level. Staff who work with pre-school children help them to make discoveries. For example, children are beginning to recognise changes in textures as staff pour water into hollows made in sand. All staff promote counting and children are beginning to recognise sizes and shapes. Although staff carry out regular observations of children's development, information is not always accurately recorded. Initial assessments are not logged correctly to show when children start in the nursery. This leads to misinterpretation of children's development and subsequent planning for their learning is not always effective. Strategies are not always implemented at an early stage to ensure all children make best possible progress in their development.

Personal development, behaviour and welfare require improvement

Weaknesses in the key-person arrangements and the quality of teaching do not always support children to achieve high levels of personal development. Children's behaviour is promoted well. They are learning to share and take turns during play. Children understand the reasons for eating healthy meals and they know that engaging in physical exercise is good for them. Children learn about other cultures and communities through planned activities. They have access to many resources that support their understanding of differences.

Outcomes for children require improvement

Overall, children do not make good progress in the nursery. However, all groups of children, including those in receipt of additional funding, develop some skills for their future learning. Children make marks during play and have access to resources to support their recognition of numbers. Children have opportunities to listen to stories and to explore the environment. Children's independence skills are growing as they select resources and they learn to attend to their personal needs.

Setting details

Unique reference number	EY262395
Local authority	Birmingham
Inspection number	1064443
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	48
Number of children on roll	76
Name of registered person	Birmingham City Council
Registered person unique reference number	RP526959
Date of previous inspection	29 November 2013
Telephone number	0121 675 7575

Kitts Green Childrens Day Nursery was registered in 2003. The nursery employs 10 members of childcare staff. All hold an early years qualification at level 3. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It offers care for children who speak English as an additional language. The nursery also offers care for children who have special educational needs and disabilities. The nursery works closely with the children's centre.

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