

# Small Talk Nurseries

125-129 Shawsdale Road, Castle Bromwich, Birmingham, B36 8NG



## Inspection date

12 January 2017

Previous inspection date

2 September 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 provider and managers have made some improvements since the last inspection. However, progress has not been rapid enough to ensure that children are provided with consistently good opportunities that promote their learning.
- Performance management arrangements for staff, including for managers, are not always effective. The provider has not yet identified where further support is needed to enhance staff's skills and to improve the quality and consistency of their practice.
- Although a system to assess and review children's progress has been developed, the information gained is not always used well enough in order to effectively plan, so that teaching meets all children's individual needs, especially during adult-led activities.
- The progress check for children aged between two and three years has not been carried out consistently for all children. In addition, when this check has been completed, parents have not been involved in the process.

### It has the following strengths

- Staff spend time playing and interacting with the children and show interest in what they are doing. This contributes to children building strong relationships with staff, which helps to promote their emotional well-being.
- Children benefit from opportunities to be active. They have access to an outdoor play area and staff make use of spaces inside to help children to develop their physical skills as they take part in stretching and movement sessions.
- Staff help the high number of children who enter the nursery speaking different languages to gain a suitable understanding of English.

## 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>
<ul style="list-style-type: none"> <li>■ improve the programme of professional development for staff, including managers, and focus more precisely on monitoring all aspects of staff practice</li> </ul>	12/03/2017
<ul style="list-style-type: none"> <li>■ use the information gained from the assessment of children's development to plan more precisely for children's individual learning needs during adult-led activities and help all children to make at least good progress in their learning</li> </ul>	12/04/2017
<ul style="list-style-type: none"> <li>■ improve the arrangements for carrying out the progress check for children aged between two and three years, and involve parents more in this assessment of children's development.</li> </ul>	13/03/2017

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

- strengthen the evaluation of the nursery to accurately identify areas for further development and secure continuous improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities.
- The inspector held a meeting with the nominated person and discussed the impact of self-evaluation and monitoring.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

### Inspector

Julia Galloway

## Inspection findings

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

The provider has not ensured that performance management for staff, including the managers, is focused on evaluating their practice. As a result, teaching is sometimes weak and children's learning is not promoted well enough. The managers have worked in partnership with the local authority to make some improvements since the last inspection. However, this progress has not been rapid enough. Overall, monitoring and evaluation have not been used well enough to identify other weaknesses linked to assessment and planning. The arrangements for safeguarding are effective. Staff have a good understanding of the action to take if they suspect that a child is at risk of harm. A programme of training helps to ensure that staff update their knowledge and skills, which helps to promote children's welfare.

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

The manager has not ensured that the progress check for children aged between two and three years has been carried out for all children in this age range. Furthermore, when staff have undertaken this statutory assessment, they have not successfully involved parents in the process. Staff are beginning to monitor children's progress. Where they identify that children are falling behind in their expected development, they speak to parents and make referrals to other agencies as required. This results in children getting any help that they need. Overall, staff have an appropriate understanding of children's levels of development. The new arrangements for assessment are beginning to help staff with planning. However, staff do not always give enough consideration to children's differing needs when they carry out adult-led activities. This means that they do not always identify children who do not have the skills to be able to join in. In addition, the most-able children are often not challenged to help them make better progress in their learning.

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

The overall quality of staff practice is not yet good enough to ensure that children's individual needs are promoted effectively. Children generally enjoy their time at the nursery because they access suitable activities that they can explore at their own pace. Staff teach children about the importance of washing their hands before meals and help them to develop appropriate self-help skills. Children use cutlery and learn to feed themselves from a young age because staff provide encouragement and praise at mealtimes. Children begin to develop an understanding of different cultures through the experiences that they have. Parents and staff communicate well with each other, discussing children's care needs and experiences on a daily basis.

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

Children are not making good enough progress from their starting points due to the weaknesses in staff practice that limit some opportunities for their learning. However, older children show that they are gaining some of the skills required in readiness for school. They are interested in counting and recognising numbers, which helps to develop their understanding of maths. Children play well together because they understand the importance of sharing and taking turns.

## Setting details

<b>Unique reference number</b>	EY493609
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1073312
<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>	1 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Rak Day Care Ltd
<b>Registered person unique reference number</b>	RP534816
<b>Date of previous inspection</b>	2 September 2016
<b>Telephone number</b>	0121 776 7474

Small Talk Nurseries was registered in 2015. The nursery employs 13 members of childcare staff. Of these, the manager has a degree and eight staff hold early years qualifications at level 3. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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