

Anka Day Nursery

23 Lozells Road, BIRMINGHAM, B19 2TL



Inspection date

5 June 2017

Previous inspection date

19 December 2016

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

- Leaders have taken insufficient action to improve the quality of teaching and the quality of care has declined. Leaders have not done enough to address all of the previous actions and further weaknesses are now evident.
- Leaders, who take the lead for safeguarding, do not have a clear understanding of how to deal with child protection concerns. They do not know the correct procedures to follow if they receive an allegation about a member of staff. Leaders do not adequately safeguard children.
- Staff do not manage children's behaviour adequately. They do not help children to understand about acceptable ways to behave. As a result, children's disruptive behaviour has a negative effect on the care and learning of all children.
- Leaders and staff do not work effectively with parents or other professionals involved in children's care. They do not provide a consistent approach to children's development.
- The quality of teaching is weak. Children do not make the progress of which they are capable. Staff's interactions with children are poor. They do not engage or inspire children to learn. Staff do not provide sufficient challenge to extend children's learning.
- Staff do not regularly assess what children know and can do. They do not plan effectively for each child and the activities staff do provide are mundane and uninviting.

It has the following strengths

- Children benefit from healthy meals and snacks.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

Due Date

- | | |
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| ■ ensure persons who take the lead in safeguarding have appropriate knowledge and understanding of safeguarding issues, with particular regard to what to do in the event of an allegation being made against a member of staff | 30/06/2017 |
| ■ improve behaviour management to give children consistent support and guidance to help them learn how to behave well | 30/06/2017 |
| ■ improve staff's teaching, in particular their interactions with children to ensure they engage children in learning and help each child to make good progress | 17/07/2017 |
| ■ develop effective partnership working with parents and other professionals involved in children's care to support a consistent approach to each child's learning and development | 17/07/2017 |

To meet the requirements of the early years foundation stage the provider must:

Due Date

- | | |
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| ■ observe and assess children's learning to identify their individual interests and stage of development and use these to plan challenging and interesting learning experiences for each child. | 17/07/2017 |
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Inspection activities

- The inspector observed the quality of teaching during activities and assessed the children's learning.
- The inspector held a meeting with one of the managers and the deputy manager. She discussed a range of policies and procedures, and looked at evidence of the suitability of staff.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is inadequate

Leaders have not made adequate improvements since the last inspection. Despite staff attending training teaching remains poor. Leaders do not monitor staff practice or provide adequate support to help them provide interesting and challenging experiences for children. Children fail to make adequate progress. Leaders implemented new observation, assessment and planning systems. However, leaders and staff do not use these effectively to identify any gaps in children's learning quickly enough. Safeguarding is ineffective. Leaders do not have a sound knowledge of what to do in the event of allegations made against members of staff, which compromises children's safety. Nevertheless, staff know the signs and symptoms of abuse and know the procedure to follow if they have concerns about children. Parents receive some information about their child's experiences. However, leaders and staff do not work effectively with parents to implement support that professionals involved in children's care recommend or help parents build on children's learning at home.

Quality of teaching, learning and assessment is inadequate

The qualified staff team do not use their knowledge or understand how to support children's learning effectively. Staff do not observe and assess children's abilities regularly enough. They do not use what they do know, including children's interests, to plan stimulating experiences to extend their learning. Toddlers and pre-school children quickly lose interest in the limited activities on offer and wander or run around the room. Staff spend too long supervising children or dealing with housekeeping tasks, rather than engaging children in rich learning opportunities. Teaching in the baby room is stronger. Staff get to know babies well. They talk to, cuddle and encourage babies to play.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding children and promoting their welfare mean that leaders and staff cannot ensure each child's well-being. Staff do not manage children's behaviour. They do not teach children how to behave well. For example, staff tell children, 'No', or hold children's arms to stop them from hitting each other, without explaining why such behaviour is not acceptable. Staff's poor management of children's deteriorating behaviour has a detrimental effect on how they all learn. For example, they do not respond to boys' interest in going outside. Consequently, the boys in particular do not benefit from exercise and releasing their energy in the fresh air. Babies form close bonds with their key persons and settle in their care. Children develop some physical skills. For example, they make marks with paint and manipulate dough with their fingers.

Outcomes for children are inadequate

Children make poor progress in their learning and development. Most children do not engage in activities and are not motivated to learn. They are bored and do not concentrate or participate in activities. Children do not learn to behave well. They do not learn to respect their friends, or understand how their actions affect each other's feelings. Children do not gain the skills they need to prepare them for their move to future education, including starting school. Babies make sound progress overall. They are

beginning to utter early sounds and words and develop confidence as they play and explore freely.

Setting details

Unique reference number	229014
Local authority	Birmingham
Inspection number	1081117
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	32
Number of children on roll	26
Name of registered person	Anka Day Nursery Committee
Registered person unique reference number	RP523003
Date of previous inspection	19 December 2016
Telephone number	0121 515 2538

Anka Day Nursery registered in 1985. It is located in Birmingham, West Midlands. A committee manages the nursery. The committee employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens on Monday to Friday, for 51 weeks of the year. Sessions are from 8am to 6pm on Monday to Thursday, and from 8am to 5pm on Friday. The nursery receives funding for free early education for two-, three- and four-year-old children.

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