

Whipper Snappers Nursery



Bungalow 2 Newman University College, Genners Lane, BIRMINGHAM, B32 3NT

Inspection date 5 September 2017
Previous inspection date 3 March 2014

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:

- There is no named deputy manager in place. The providers do not give enough support to the new manager to help her to carry out the varied aspects of her role.
- The providers do not act promptly to address areas for improvement that have been identified by the manager or themselves. For example, some policies have not been updated to reflect recent changes in legislation.
- The providers do not carry out enough consistent monitoring of the nursery provision as a whole. They do not work as an effective team with the manager to discuss and implement all improvement plans.
- The outdoor environment is not stimulating enough to provide exciting and varied learning opportunities for children. They have few opportunities to develop their physical skills.

It has the following strengths

- Staff give parents detailed information about their children's activities and progress. They guide parents well in supporting their children's learning at home.
- Children are happy and emotionally secure. They form close bonds with the caring staff. They behave very well and staff teach them to have good manners. Children are independent learners and they choose from an interesting range of resources indoors.
- Staff establish clear starting points for children's learning. They measure their progress accurately and plan purposeful activities based on children's interests. Overall, children make suitable progress in preparation for the next stages in their learning.

What the setting needs to do to improve further

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

Due Date

- appoint a named deputy manager who is capable to take charge in the manager's absence. 30/09/2017

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

- provide more effective support for the manager to monitor and evaluate all aspects of the nursery, and to address all identified areas for improvement
- provide a more stimulating outdoor environment to give children more varied choices in their play and to help them develop their physical skills further.

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 with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and considered their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has been in post for a year and has made improvements, such as purchasing new storage units so children can access resources more easily. She has instigated improvements in the decor and how the rooms are set out. This has made the nursery more homely and welcoming for children. However, the manager does not receive enough support or prompt action from the providers to make further improvements, which they identify together. Her effective leadership skills are somewhat hindered by this lack of effective support. The manager monitors staff practice well. She observes their teaching and oversees the planning in each room. This helps staff to improve their practice and children's learning experiences. Safeguarding is effective. Staff have a sound knowledge of how to keep children safe and they supervise them well. They understand what to do in the event of a concern about a child. Staff have some support to maintain their professional development and to work with other early years professionals. This helps them to improve their teaching and planning and to share ideas.

Quality of teaching, learning and assessment requires improvement

The indoor environment is generally well planned and resourced, but the outdoor environment lacks stimulating learning experiences for children. They have few opportunities to explore the natural world or to explore a range of activities. Children have no opportunities to develop climbing or balancing skills. Staff use their observations of children's play to plan the next steps in their learning. They share these with parents and find out about children's achievements at home. Children enjoy exploring textures of sand, glue, paint and soft pom-poms as they create collages. They have a good choice of materials and staff encourage their creativity and language skills throughout the activity. Staff teach children to recognise their names, letters and numbers. For example, children identify numbers on the calendar and find their name cards at registration.

Personal development, behaviour and welfare require improvement

New children settle quickly and staff make them feel welcome. They meet children's individual needs well. For example, they try different types of cups until they discover which ones children are able to use more easily. Staff work closely with parents to provide consistency in children's care needs, such as potty training. Staff value children's choices. For example, children vote on which story they would like to listen to. They are happy to accept the result of the vote. Not all children's learning needs are met, as they are not motivated or stimulated by a broad enough range of activities outdoors. Staff increase children's good self-esteem and praise them frequently for their achievements.

Outcomes for children require improvement

Children develop learning skills and confidence, though this is hindered by a lack of opportunities for them to climb, balance and take supervised risks. Children increase their independence well. For example, they collect their dinner from the cook and take it to their table. They scrape leftovers into a bowl and choose which fruit they would like at snack time. Children are busy and engaged in their play and enjoy their time together.

Setting details

Unique reference number	EY454107
Local authority	Birmingham
Inspection number	1102448
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	18
Number of children on roll	15
Name of registered person	Whipper Snappers Childcare Limited
Registered person unique reference number	RP532010
Date of previous inspection	3 March 2014
Telephone number	0121 478 3163

Whipper Snappers Nursery registered in 2012. The provider employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 5.45pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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