

# Tiger Lily Day Nursery

25 Lutley Lane, Hayley Green, Halesowen, West Midlands, B63 1EH



## Inspection date

14 November 2017

Previous inspection date

11 April 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
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

- Children's safety is not assured. The leaders do not take all reasonable steps to prevent unauthorised persons entering the premises.
- Leaders and staff do not use risk assessment adequately to help identify, minimise and remove risks to children. This relates to the windows on the ground floor, suitability of some activities undertaken and risks associated with staff working on their own.
- There are not effective systems in place to cover staff absences. In the absence of the managers and deputies, the named deputy who is left in charge is not capable to take charge in their absence. This compromises children's welfare.
- The joint managers do not work effectively together to secure improvement and their roles and responsibilities are not clearly defined.
- The systems in place to monitor staff and staff professional development opportunities are not focused sharply on raising the overall quality of teaching to a good standard.
- Staff do not use information from the assessments of children's progress well enough to understand children's level of achievement and challenge children's learning.
- Staff do not consistently provide a broad range of interesting activities to promote the children's learning in mathematics, literacy and people and communities.

### It has the following strengths

- Staff have close relationships with children and support their emotional well-being.
- Staff keep parents well informed about their children's day, care and achievements.

## 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>
■ ensure all reasonable steps are taken to prevent unauthorised persons entering the building	30/11/2017
■ take all reasonable steps to ensure children are not exposed to risks, this relates to the windows on the ground floor and ensuring all activities are suitable and safe	30/11/2017
■ improve the use of risk assessment to help identify, minimise or remove potential risks within the setting, such as the risks associated with staff working alone with children	30/11/2017
■ ensure any named deputy who is left in charge in the absence of the manager/deputy manager is capable to take charge in their absence	30/11/2017
■ ensure the managers have the appropriate knowledge and a clear understanding of their roles and responsibilities in relation to safeguarding children, and improving the quality of teaching and learning	30/11/2017
■ improve arrangements for the supervision, coaching and training of staff, to ensure that professional development has a clear focus on raising the quality of teaching to a consistently good level	22/12/2017
■ improve the use of the information gained from assessing children's progress to help staff understand children's level of achievement and plan appropriately challenging activities for their individual needs	22/12/2017
■ improve the quality and range of activities on offer to help motivate children's enthusiasm for learning, in particular, in promoting children's mathematics, literacy and understanding of people and communities.	22/12/2017

## **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 carried out a joint observation with the deputy.
- The inspector held a meeting with owner/manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector spoke to parents during the inspection and looked at parent feedback surveys and took account of their views.

## **Inspector**

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The rear entrance to the nursery, which also leads to a separate apartment on the first floor and is not part of the nursery, is not kept locked. There are not effective systems in place to prevent unauthorised persons entering the premises from this area at all times. Although staff and managers conduct risk assessments, they have failed to identify that the windows on the ground floor pose a risk. For example, there is a chair placed by the window and children can easily reach the window and fall out, when the window is open. There are ineffective systems in place to regularly monitor and support staff who work on their own, such as in the rooms and when they take children to the toilets, to ensure staff and children are safe. This poor safeguarding practice puts staff and children at risk. Since the last manager left, the two joint owners have taken on the role of managing the nursery. However, the managers do not effectively work together and have a shared vision for the nursery. There are unclear roles and responsibilities, inconsistencies in practice and they have not taken swift action to improve the nursery. On the occasions when the deputies who job share their role are also absent, the nominated staff who are left in charge are not capable to take charge. For example, they do not have an adequate understanding of the procedure to follow if there is an allegation of abuse made against a member of staff. This compromises children's welfare. The leadership team does not often enough monitor the quality of teaching and staff professional development opportunities to raise standards in teaching and care to a consistently good level.

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

Staff regularly observe children and identify their interests and next steps in learning. However, staff do not consistently use this information precisely enough when planning activities, and on occasions, activities lack purpose and challenge. For example, staff do not use this information to help provide an interesting and challenging range of experiences to quickly capture children's interest in mathematics, literacy and learning about people and communities. Teaching is not consistently good. For example, all staff do not make the best use of the resources available to provide activities which quickly capture children's curiosity. In contrast, when children are inspired by what is made available and there is a clear learning intention, children show good levels of motivation and enjoy learning. For example, pre-school children are eager to participate as they take part in a baking activity and learn how the scales work, compare the ingredients and predict how they will change. Staff place a good focus on language and introducing new words and concepts.

### Personal development, behaviour and welfare are inadequate

Children's welfare is significantly compromised because of the poor safeguarding practice. Staff do not always consider fully enough the appropriateness of activities provided and if they are safe and age appropriate. For example, when staff provide shaving foam as a sensory experience for babies, the babies begin to put it into their mouths and rub it on their face. This poses a risk to children. Nevertheless, children have close relationships with staff and those caring for babies know the babies' individual routines well and respect

parents' wishes. Staff know and meet the children's dietary requirements. They help children learn about foods that are healthy and how to keep safe when crossing the road. Staff support children to learn right from wrong and they are well behaved.

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

Not enough children make consistently good levels of progress from their starting points, particularly in mathematics, literacy and their understanding of people and communities. That said, children are confident in their environment and respond well to changes in routine, such as helping to tidy up, getting ready for their lunch and independently using the snack bar. Children steadily acquire the basic skills required in preparation for school.

## Setting details

<b>Unique reference number</b>	EY415656
<b>Local authority</b>	Dudley
<b>Inspection number</b>	1097402
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Lutley Care Limited
<b>Registered person unique reference number</b>	RP904194
<b>Date of previous inspection</b>	11 April 2017
<b>Telephone number</b>	0121 550 2224

Tiger Lily Day Nursery registered in 2010. The nursery operates from Halesowen, West Midlands. The nursery is open Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 19 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one holds a qualification at level 4, 14 hold qualifications at level 3 and three hold qualifications at level 2.

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