

The Village Community Nursery

St. Peters Urban Village, Bridge Road, Saltley, Birmingham B8 3TE



Inspection date	20 November 2017
Previous inspection date	26 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		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Children's safety and welfare are significantly compromised. The provider has not recorded information about identity checks for all new staff. Vetting processes have not been completed, including obtaining an enhanced Disclosure and Barring Service check for all new staff, to verify their suitability to work with children.
- The provider does not ensure that staff identify and remove all possible risks to children or support their good health and hygiene effectively. Children do not have daily opportunities for outdoor play.
- Staff deployment is poor. The provider does not ensure sufficient numbers of staff are available to meet the needs of all children. This compromises children's welfare and hinders their progress. Staff do not manage children's behaviour well. This does not support children's social and emotional well-being.
- The support for children who have special educational needs and/or disabilities and those who speak English as an additional language is poor. Staff do not keep all parents informed of their child's progress to help them to support learning at home.
- Teaching is weak. The manager does not coach staff to improve outcomes for children. Staff do not support children's communication and language development or independence. They do not assess children's progress accurately or consistently plan suitably challenging and motivating activities. Children do not make sufficient progress.

It has the following strengths

- Staff maintain an accurate daily record of children's attendance.

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
<ul style="list-style-type: none"> ■ implement effective systems to ensure the suitability of people looking after children, that include obtaining an Enhanced and Barring Service check and evidence that references qualifications and identity documents have been checked 	11/12/2017
<ul style="list-style-type: none"> ■ ensure that risk assessments are completed and all reasonable steps to remove, minimise and manage risks are taken to keep children safe, with particular regard to hazards associated with trailing wires, hot pipes and radiators, to keep children safe and children being permitted to pick up and eat food off the floor 	11/12/2017
<ul style="list-style-type: none"> ■ provide access to the outdoor play area and ensure that outdoor activities are planned and taken on a daily basis 	11/12/2017
<ul style="list-style-type: none"> ■ ensure that staff are deployed effectively to meet the needs of all children 	11/12/2017
<ul style="list-style-type: none"> ■ ensure staff manage children's behaviour in a consistent and appropriate way, so that children learn about the consequences of their behaviour and know that some behaviour is unacceptable 	11/12/2017
<ul style="list-style-type: none"> ■ implement effective arrangements to support children who have special educational needs and/or disabilities 	11/12/2017
<ul style="list-style-type: none"> ■ improve partnerships with parents to keep them informed of their child's progress and enable them to extend their learning at home 	11/12/2017
<ul style="list-style-type: none"> ■ improve arrangements for the monitoring and supervision of staff to identify and act on weaknesses in practice and to improve the quality of teaching and learning. 	11/12/2017

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

	Due Date
<ul style="list-style-type: none"> ■ implement effective systems to observe, assess and monitor children's learning and use this information to identify their individual needs, interest and stage of development, and to plan a challenging experience for each child 	11/12/2017
<ul style="list-style-type: none"> ■ ensure that children's independence and their communication and language skills are well supported, with particular regard to those children who speak English as an additional language. 	11/12/2017

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is inadequate

The quality of the provision has declined. Safeguarding is not effective. The provider has not followed safe recruitment procedures. Children are left in the care of adults whose suitability has not been confirmed. The provider has not obtained an enhanced Disclosure and Barring Service check for all new staff, checked their identity or recorded this information. Staff fail to identify and eliminate significant risks to children. There are trailing electrical wires in the pre-school room leading up to a container of hot, melted wax and stereo equipment. Radiator covers are broken and extremely hot pipes are exposed to children. The provider does not ensure that staff are deployed to meet the needs of all children. Staff working with babies are unable to comfort them all as they are all upset at the same time. Babies become distressed and their emotional security is severely hindered by the lack of staff support. The provider does not monitor children's learning or staff performance. She does not support staff to help them to develop their skills and knowledge. Staff do not plan activities that are tailored to meet children's individual needs and interests. They do not use targeted plans to support children who have special educational needs and/or disabilities. Children who speak English as an additional language are not supported adequately and their learning and developmental needs are not being met. Partnerships with parents are poor. Staff do not keep all parents informed of children's progress to support continued learning at home. The provider has reviewed and improved the information-sharing policy for children who attend other settings.

Quality of teaching, learning and assessment is inadequate

Staff have a poor understanding of children's progress. They do not assess children's learning accurately to plan activities that match their needs. Staff have a poor understanding of how to support children's communication and language development, including for those children who speak English as an additional language. For example, staff in the room for two-year-old children repeatedly quizzed children about colours and shapes. Children quickly lost interest. Staff adhere to routines at all times, which limits the opportunities for children to lead their own play. Pre-school children become bored and restless during large-group activities. They roll about on the floor, kick each other and wander off aimlessly. This has a negative effect on the learning experiences of other children and themselves.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management significantly compromise children's safety and well-being. Staff do not manage children's behaviour adequately. They do not respond consistently to children or use positive strategies to aid children's understanding of acceptable behaviour. For example, staff just pull toys away from children when they squabble over these with their friends. Children frequently run around the nursery and jump over furniture. Other children notice this and inform staff who do not take action. This leads to a chaotic and disorderly environment. Staff do not promote children's good health. For example, children regularly have drinks which are high in sugar. Staff do not stop children from picking food up from the floor and eating it. Children do not benefit

from regular opportunities for outdoor play. Staff do not support pre-school children to develop their independence and do not learn how to use appropriate cutlery to eat meals.

Outcomes for children are inadequate

Significant weaknesses in teaching mean that children make poor progress, particularly children who speak English as an additional language and those who have special educational needs and or/disabilities. Children do not develop confident communication skills. They are not challenged sufficiently or prepared for the next stage in their learning.

Setting details

Unique reference number	260374
Local authority	Birmingham
Inspection number	1098107
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	50
Number of children on roll	66
Name of registered person	The Village Community Nursery
Registered person unique reference number	RP522516
Date of previous inspection	26 April 2017
Telephone number	0121 248 2555

The Village Community Nursery registered in 2001. The nursery employs 13 members of childcare staff. All hold appropriate early years qualifications at level 2 or 3. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 8am to 6pm. The nursery provides funded early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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