

Inspection date

7 November 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 quality of teaching is inconsistent. On occasion staff do not give children enough time to consider questions and they provide answers and solutions too quickly.
- A weakness in the baseline assessment of some children means that planning does not have an accurate enough focus on some individual children. Activities are not always sufficiently challenging or cover a broad enough range of the curriculum, particularly where children are more able.
- The management team does not yet have a system to monitor children's progress. Consequently, they do not have a clear overview of what needs to be done to improve the quality of the provision.
- Staff do not always make the most of children's opportunities in physical play.

It has the following strengths

- Staff have a secure understanding of how to respond to a concern in a child's life. They are familiar with the different types of abuse and the signs and symptoms that may indicate risk to a child. Staff know how to raise any professional conduct concerns they may have with the appropriate agencies.
- Children mainly arrive happy and settle quickly into the environment. Any minor upset is dealt with by staff who have secure emotional relationships with children and know what the children enjoy to distract them.
- The effective key person system provides parents' with daily information about what their child does at the nursery. Parents' have formed positive relationships with staff and report that they can see improvements in their children's learning since starting the nursery.

What the setting needs to do to improve further

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

	Due Date
■ ensure that each area of play and learning is implemented through a mix of adult and child-led activities across the broad range of the curriculum	19/01/2018
■ improve the accuracy of assessment so that children's next steps are considered and future teaching takes account of what children already know	19/01/2018
■ ensure that all staff are part of a programme of on-going supervision and appraisal of their skills and abilities to improve the quality and consistency of teaching practice across the setting.	19/01/2018

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

- further develop the environment to provide more opportunities to move freely in an open space and develop children's climbing, riding and running skills.

Inspection activities

- The inspectors spoke with the children and observed the staff interaction with children throughout the inspection.
- The inspectors looked at a range of documentation, suitability checks and a sample of policies and procedures.
- The inspectors observed the quality and impact of teaching on children's learning in the nursery.
- The inspectors viewed all areas of the nursery.

Inspector

Yvonne Johnson, EYRI/Suzanne Taylor, EYRI.

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team do not evaluate the quality of the childcare with sufficient rigour. There is no system to monitor children's progress. This means that they do not have a clear focus on how individuals and groups of children are developing across the areas of learning and do not take swift action to address this. Some gaps in staff knowledge have been identified but staff supervision is new to most staff and not yet fully embedded into practice. This means that the nursery does not quickly identify and make changes to improve the quality of teaching and learning across all ages. The management team are developing a programme of professional development for all staff and are getting regular support from the local authority. Arrangements for safeguarding are effective. Staff are familiar with what to do if they have concerns about children they care for and understand their responsibilities to report any concerns to the appropriate agencies. They have an awareness of new aspects of child protection which may present as a risk to some children.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Weaknesses in planning and assessment hinder swift progress and more able children are not challenged in daily activities. Children's assessment and planning are not precise enough or targeted to meet children's individual needs to move them on to their next stage of learning. The curriculum is not broad enough to cover all areas, and is repetitive. Staff know the children they care for and show variable teaching skills. Children enjoy creative activities, such as making playdough and learning about the changes to the texture when they add oil and food colour. Staff listen to the children, but sometimes the routine impacts on children's choices, which restricts their learning when their play is interrupted too soon. The key person system is effective and parents talked about positive engagement with staff at the setting.

Personal development, behaviour and welfare require improvement

Children form strong attachments to staff, which helps to support their emotional well-being. Behaviour is generally good and children show an emerging sense of what is right and wrong and the needs of others. Staff use regular praise and 'high five' children when they make progress. Staff support sharing and playing cooperatively. Children learn about healthy eating and what is good for them during snack times. Children are developing independence skills for their next stage of learning. Children regularly undertake outings to a local park, where they can explore and develop their physical skills. However, space at the nursery is limited and the organisation of the environment is not maximised to provide challenging physical play.

Outcomes for children require improvement

Children are generally showing typical progress and are gaining the basic skills to prepare them for their next stage of learning. That said, inconsistencies in teaching and assessment mean that children are not making the best progress possible. Children play well in groups and are building their fine motor skills through creative play, manipulating playdough using a variety of tools. Some older children are beginning to form letters.

Setting details

Unique reference number	EY539581
Local authority	Birmingham
Inspection number	1114373
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	21
Number of children on roll	22
Name of registered person	Ipsium Primus Ltd
Registered person unique reference number	RP539580
Date of previous inspection	Not applicable
Telephone number	07882286060

Wisetots Nursery was registered in 2016. The nursery employs 5 members of childcare staff. All hold appropriate early years qualifications. Three at level 3, and 2 at graduate level. The nursery opens from Monday to Friday term time only. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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