

Edgbaston Grange Day Nursery

227 Hagley Road, Birmingham, West Midlands, B16 9RP



Inspection date

8 January 2018

Previous inspection date

23 September 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:

- The monitoring of the quality of teaching and learning is not fully effective in helping children to consistently achieve a good level of learning. The quality of teaching is variable.
- Some staff working with two-year-old children do not consistently use effective methods to support their communication and language development fully.
- Ongoing observations and assessments are not used effectively to match all activities to the learning needs of toddlers and pre-school children.
- Staff sometimes limit the opportunities for pre-school children to solve problems and develop their thinking skills. At times, children are not actively involved in their learning.

It has the following strengths

- Staff work effectively with parents and other providers to help promote continuity in children's care. They give parents ideas to support children's learning at home.
- Staff working with babies have a secure understanding of how to support children in achieving their early milestones.
- Staff provide a range of opportunities to support children's literacy skills. Babies enjoy exploring books and pre-school children learn to recognise some familiar letters.
- Staff promote children's health effectively. Children learn about the importance of limiting sweet treats, taking regular exercise and good hygiene routines.

What the setting needs to do to improve further

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

	Due Date
■ improve arrangements to monitor and support staff to raise the quality of teaching to a consistently good level	08/02/2018
■ strengthen the support for two-year-old children to develop their communication and language skills	08/02/2018
■ use information from ongoing observations and assessments, to plan appropriate challenge for all children, to help them to make good progress	08/02/2018

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

- increase opportunities for children to solve problems and test out their ideas to support their thinking skills further.

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 requires improvement

The manager reviews the provision and identifies areas for improvements. However, this is not effective in identifying all weaknesses in the quality of teaching. Staff receive some training and review their performance with the manager. For example, they have access to online training opportunities to support them in planning activities for children. However, monitoring of staff practices is not fully effective, to provide consistent support for them to improve their interactions with children. The manager maintains an overview of the progress that children make. However, this is not robust enough to identify gaps in the progress made by all individuals and groups of children. Safeguarding is effective. Staff have a clear understanding of the process to follow should they need to report any child protection concerns or allegations. The manager ensures that staff make careful risk assessments to protect children's safety and reviews accident logs. She deploys staff effectively to ensure that those with paediatric first-aid qualifications can respond quickly. The manager checks the ongoing suitability of staff regularly.

Quality of teaching, learning and assessment requires improvement

Although staff make regular assessments of children's progress, these are not always accurate or used well. This means that staff do not consistently provide children with activities that are matched to their individual learning needs. Staff in the two-year-old room do not recognise when to adapt activities in response to children's interests. Staff working with babies provide effective support for their communication and language development. Babies learn new words and are encouraged to use their home languages. However, staff working with two-year-old children, do not always provide clear instructions or give them time to respond. Children benefit from opportunities to use their imaginations in various role-play activities, such as a hairdressers and shops.

Personal development, behaviour and welfare require improvement

Staff provide children with opportunities to lead their play, however, some activities do not fully motivate them and some children are less engaged in their learning. At times, staff working with pre-school children limit the opportunities for them to explore for themselves. For example, children observe staff melting ice but do not receive the opportunity to be actively involved and investigate for themselves. Children develop their understanding of communities beyond their immediate experience. They visit different places of worship and explore music and dance from various cultures. Staff provide children with clear behaviour expectations.

Outcomes for children require improvement

Weaknesses in some aspects of teaching means that children do not consistently benefit from activities that motivate them to learn and captivate their interest. Nevertheless, children learn some important skills for their next stage of development. Babies join in with counting rhymes and pre-school children explore how they can measure heights.

Setting details

Unique reference number	EY284917
Local authority	Birmingham
Inspection number	1104191
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	1 - 8
Total number of places	105
Number of children on roll	44
Name of registered person	Edgbaston Grange Day Nursery Partnership
Registered person unique reference number	RP524259
Date of previous inspection	23 September 2014
Telephone number	0121 455 6080

Edgbaston Grange Day Nursery registered in 2004. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications from level 3 to level 6, including one with qualified teacher status. The nursery opens from Monday to Friday all year round except for bank holidays and a week at Christmas. It offers before and after school care. Sessions are from 7.30am until 6.30pm, The nursery provides funded early education for two-, three- and four-year-old children.

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