

Alphabets@Hollymoor

Hollymoor Centre,, 8 Manor Park Grove, Birmingham, West Midlands, B31 5ER



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| Inspection date | 24 January 2018 |
| Previous inspection date | 18 April 2016 |

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|-------------------|----------|
| | Previous inspection: | Good | 2 |
| 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

- The provider does not ensure they meet all of the statutory requirements. Children are at risk of harm as risk assessment is weak. The provider does not identify and eliminate all hazards to children or promote their good health.
- The provider does not have a secure understanding of what she must notify Ofsted about. She has failed to notify Ofsted of a change of manager and significant changes to the premises.
- The provider does not implement robust recruitment and vetting procedures to help ensure the suitability of all staff.
- The key-person system does not always promote children's personal, social and emotional development adequately. Staff do not help children build strong relationships. Some children are unhappy and new starters do not settle well.
- The quality of teaching is weak. The provider does not monitor staff performance or provide effective support to develop their skills and knowledge. Systems to identify and manage underperformance are ineffective.
- Leaders do not have an accurate overview of children's progress. They do not identify or address any gaps in learning. Children make little progress.

It has the following strengths

- Staff share some useful information with parents and other early years professionals to help provide some continuity of care for children.

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"> ■ undertake effective risk assessments and swiftly remove or minimise any hazards, particularly in relation to electric heaters and the lack of hot running water | 15/02/2018 |
| <ul style="list-style-type: none"> ■ gain a better understanding of the changes that Ofsted needs to be notified of | 15/02/2018 |
| <ul style="list-style-type: none"> ■ implement effective recruitment and vetting procedures, including keeping the required records relating to Disclosure and Barring Service checks | 15/02/2018 |
| <ul style="list-style-type: none"> ■ improve the key-person system to ensure that the care provided is tailored to meet each child's individual emotional, care and learning needs | 15/02/2018 |
| <ul style="list-style-type: none"> ■ ensure supervision of staff is effective and provides support, coaching and training to raise the quality of teaching to at least a good level | 15/02/2018 |
| <ul style="list-style-type: none"> ■ take the necessary steps to prevent the spread of infection and promote the good health of the children. | 15/02/2018 |

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 monitor children's progress to identify and address any gaps in children's learning and use this information to establish their individual needs, interests and stage of development, and to plan a challenging experience for each child. | 08/03/2018 |

Inspection activities

- The inspection was carried out as a result of the risk assessment process.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider and the nursery manager. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is inadequate

Leaders and managers have not sustained improvements. The inspection found that the nursery does not meet the legal requirements. Safeguarding is not effective. The provider is unclear about her responsibility to keep Ofsted up to date about relevant changes. She has not notified Ofsted of the appointment of a new manager or of significant changes to the premises affecting the heating and hot water supplies. Risk assessment as a result of these issues is poor. The provider has not identified or minimised hazards to children. Since early December there has been no running hot water available for children after toileting, or before eating, or for staff to wash their hands adequately after changing nappies. Although temporary measures are in place, such as staff providing hand gels and shared bowls of warm water, the provider has not acted swiftly enough to sufficiently address the issue. Children do not learn about sound hygienic practices regarding hand washing. Staff do not fully protect them from the risk of cross-infection. Electric heaters are in place to provide replacement heating. However, these heaters are within children's reach and at times, they are extremely hot. Staff do not always supervise children closely enough to prevent children from the risk of burns or scalds. Recruitment and vetting procedures are not robust. For example, the provider does not record the required information regarding Disclosure and Barring Service checks and reference checks. This compromises the safety and welfare of children. The provider does not review the overall quality of the provision effectively. She does not monitor children's learning or staff performance well enough. Staff are qualified and have some supervision from the manager. However, they do not receive the training and support needed to help them develop their skills and knowledge and to raise the quality of teaching to a good enough level. Leaders do not identify when children fail to make sufficient progress which means that gaps in their learning widen over time. Staff attend regular child protection training and are confident with the procedure to follow should they have concerns about a child's welfare.

Quality of teaching, learning and assessment is inadequate

The poor quality of teaching limits the amount of progress children make in their learning. Staff observe children and identify some next steps in learning. However, they do not consistently use this information when planning activities. Experiences planned for children lack purpose and challenge. For example, at times, staff leave younger children to amuse themselves and they wander aimlessly around the room or outdoor areas. Staff working with older children demonstrate a poor understanding of how to teach early reading and writing skills. For example, during an activity about letters and the sounds they represent, staff working with older children focused on the letter names and not the sounds they make. Children are confused and quickly become bored and restless. This hinders the progress children make in their literacy development.

Personal development, behaviour and welfare are inadequate

Due to significant weaknesses in safeguarding practice, the provider does not promote children's welfare adequately. Weaknesses in teaching mean that children are not always motivated to play and learn. Staff do not effectively support children to develop stable

relationships or form bonds with their key person. The youngest children, particularly those who are new to the nursery, become upset and find it very hard to settle. They do not receive enough attention from staff to support their emotional and learning needs. Occasionally, different members of staff approach children who are upset, however, this means that children do not benefit from the consistent care of their key person. Children behave fairly well. Staff support them to follow the boundaries of the setting. Staff provide some opportunities to promote healthy lifestyles. For example, children benefit from daily fresh air and enjoy healthy and nutritious snacks and meals.

Outcomes for children are inadequate

Children, including those in receipt of additional funding, are not making the typical progress expected from their starting points. Younger children's needs are often not recognised or met. Older children do not develop confidence in the key skills they need to be ready to start school. Children develop some physical skills through activities, such as manipulating dough and balancing on beams.

Setting details

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| Unique reference number | 257171 |
| Local authority | Birmingham |
| Inspection number | 1122010 |
| 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 | 2 - 4 |
| Total number of places | 54 |
| Number of children on roll | 35 |
| Name of registered person | Longbridge Childcare Strategy Group |
| Registered person unique reference number | RP520595 |
| Date of previous inspection | 18 April 2016 |
| Telephone number | 0121 683 1838 |

Alphabets@Hollymoor registered in 1995. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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