

Aeysha's Play Nursery

St Vincents Hall, Botany Walk, BIRMINGHAM, B16 8ED



Inspection date

13 February 2018

Previous inspection date

12 October 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 not consistently good. Staff do not adapt their teaching to support all children to become engaged and challenged in their learning.
- Staff do not provide a good range of experiences outdoors to help children extend and challenge their physical skills and learn about the natural world around them.
- Although staff have just begun to use new systems to measure children's progress accurately, these are not embedded. Therefore, staff do not have enough evidence of the progress children are making to ensure they are well supported in their readiness for school.
- Staff do not organise groups of children effectively at times, to enable all children to listen and focus. Younger children lose interest and are distracted as some discussions and activities are unsuitable for their levels of understanding and concentration.

It has the following strengths

- The manager is very knowledgeable and highly committed to developing the nursery. She is working effectively with staff and other early years professionals to help raise the quality of the provision. Strong leadership and clear vision have led to many improvements since the last inspection.
- There are good partnerships with parents, and staff exchange information about children's learning and care needs. Staff guide parents well to help them support their children's learning at home.
- Children are happy and confident and form close bonds with staff. The key-person system is effective in helping children settle and feel emotionally secure.

What the setting needs to do to improve further

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

Due Date

- support staff to undertake training and professional development, 13/04/2018 to raise the quality of teaching to a consistently good level.

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

- embed the newly revised systems to measure children's progress over time, to fully demonstrate the difference this is making to children's outcomes and school readiness
- develop children's outdoor learning opportunities further, with particular regard to extending their physical challenges and helping them learn about the natural world
- review the organisation of group times to focus more on helping children to listen and concentrate for lengths of time appropriate to their ages.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and considered their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager maintains her professional development well and works with staff to evaluate and monitor the effectiveness of their teaching. She knows what staff need to do to improve children's learning experiences and has begun to target specific ways to help staff improve their knowledge and practice. The manager forges links with other settings to enable staff to learn from best practice. However, not enough has been done to improve the overall quality of teaching and raise outcomes for children. Safeguarding is effective. Managers and staff implement rigorous procedures to keep children safe and know what to do if they have any concerns regarding a child's welfare. Recruitment processes are effective and all staff's suitability is checked. Staff make thorough checks to ensure the premises are safe for children to use.

Quality of teaching, learning and assessment requires improvement

Staff have begun to establish starting points for each child. They have started to observe and measure children's progress accurately, although this is still in the very early stages of development. Staff know children well and are beginning to plan next steps for their learning. However, they do not consistently challenge children to think about their learning or find out things for themselves. At times, during large-group activities, children become easily distracted. Staff do not always adapt their teaching to help all children remain focused and engaged. Nevertheless, staff are well deployed to support children in the activities they choose. They encourage them to try different ways to make marks with paint on a large piece of paper. Staff help children to count and use mathematical language. For example, they count how many shapes children print and leave pauses for them to complete the verbal number sequence.

Personal development, behaviour and welfare require improvement

The outdoor environment is mundane and lacks a good range of resources. Staff do not provide a good level of challenge for children in their physical development. They do not provide encouragement to help them explore and investigate the natural world around them. Weaknesses is teaching mean staff do not consistently meet all children's learning and development needs. Children play outside daily and staff teach them about healthy lifestyles. They share ideas with parents so that they can continue to promote healthy routines at home. Staff find out about and meet all children's care needs. They praise children frequently and help them to share and take turns. Children's behaviour is good.

Outcomes for children require improvement

Children are not making good enough progress due to some weaknesses in teaching and the new assessment system not being embedded. Nevertheless, they are developing some of the skills that will help prepare them for their future learning and move to school. Children gain confidence and good self-esteem. They learn to be independent in their self-care, such as when they identify and put on their own coats.

Setting details

Unique reference number	EY429507
Local authority	Birmingham
Inspection number	1116353
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	48
Number of children on roll	48
Name of registered person	Birmingham Community Venture
Registered person unique reference number	RP530739
Date of previous inspection	12 October 2017
Telephone number	01214545125

Aeysha's Play Nursery registered in 2011. The provider employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one holds level 2 and one holds level 6. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 5pm. The nursery receives funding to provide free early education for three- and four-year-old children.

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