

# Prime Time Day Nursery

2 Old Bromford Lane, Birmingham, West Midlands, B8 2RG



## Inspection date

8 May 2018

Previous inspection date

31 October 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 quality of teaching is inconsistent. Not all staff use their knowledge to provide experiences that fully engage and motivate children to learn. Children do not always make good progress in their learning.
- Systems for observation and assessment are not fully effective. Staff do not always focus planned activities sufficiently on what children need to learn next.
- The manager does not evaluate or monitor the practice and teaching effectively to identify all areas for development and to improve the outcomes for children.
- Staff do not fully involve parents in assessing children's starting points. They do not encourage parents to share information about what their children already know and can do when they join the nursery.

### It has the following strengths

- Children enjoy playing in the friendly and welcoming environment. They are happy and settled and establish secure bonds with staff.
- Teaching in the baby room is stronger than elsewhere and means that the youngest children make generally good progress.
- Staff promote children's health appropriately. For example, children benefit from nutritious snacks and meals.
- Robust recruitment procedures and ongoing checks are in place to make sure that staff are suitable to work with children.

## What the setting needs to do to improve further

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

	Due Date
■ raise the quality of teaching to at least a good level and ensure that all staff engage children in enjoyable and purposeful play	20/06/2018
■ implement effective systems to observe, assess and monitor children's learning and use this information to plan challenging and interesting experiences that enable children to make at least good progress.	20/06/2018

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

- gain more detailed information from parents when children join to help identify children's developmental starting points, and use this information to more accurately plan activities and experiences from the outset
- use self-evaluation more effectively when monitoring children's progress and the quality of practice and teaching to identify clear areas for improvement.

## 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 children and staff during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the provider and the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- 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 requires improvement**

Although the manager evaluates some aspects of the provision, this is not always effective at identifying weaknesses. The manager does not monitor the progress that children make in their learning or the quality of staff practice effectively, to help improve outcomes for children. There are some arrangements in place for the supervision and performance management of staff. However, these have not resulted in the quality of teaching being raised to a consistently good level. Safeguarding is effective. Staff have attended all mandatory training, such as safeguarding and first aid. They have a sound understanding of the procedures to follow should they have any concerns about a child's welfare or the actions of a member of staff. This helps to protect children from harm.

### **Quality of teaching, learning and assessment requires improvement**

Although most staff are qualified, the quality of teaching is not continually strong enough to ensure that children are fully engaged in enjoyable, purposeful play. Observations and assessment of children's progress are not always accurate. Consequently, activities and experiences planned for children do not always focus sharply enough on what children need to learn next. Staff do not consistently motivate children, which at times, limits their learning opportunities. For example, children spend too long sitting for whole-group activities and become bored or restless. At other times, suitable teaching strategies are used. Staff model some mathematical language for children. They encourage children to identify numbers and count. Staff plan activities to help babies develop physical skills. For example, babies enjoy playing with balls and exploring different objects.

### **Personal development, behaviour and welfare require improvement**

Staff do not always work closely enough with parents. Although staff share general information with parents about children's time at the nursery, they do not always encourage parents to share enough information about their child when they join. Nevertheless, parents are happy with the service and speak favourably of the care staff provide. Children attend settling-in sessions when they first attend the nursery. This helps children to feel emotionally secure. Staff are suitable role models and help children to take turns with resources. Children behave well.

### **Outcomes for children require improvement**

Children are not making as much progress as they can due to variable teaching and inconsistent planning for their future learning. Staff help babies to develop appropriately. Babies are curious and are beginning to sit and crawl with confidence. Early writing skills are emerging for older children. For example, toddlers enjoy making marks with pencils. Children develop sound social skills. They demonstrate appropriate manners and are kind to their friends. Children are gaining the basic skills to help prepare them for the next stage of their learning, including their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY360171
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1104651
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Natalie Ann Poole
<b>Registered person unique reference number</b>	RP513643
<b>Date of previous inspection</b>	31 October 2014
<b>Telephone number</b>	0121 783 1505

Prime Time Day Nursery registered in 2007. The nursery employs 10 members of childcare staff. Of these, five hold relevant early years qualifications at level 3, two members of staff hold qualifications at level 2 and one member of staff holds early years teacher status. The nursery opens from Monday to Friday all year round, except for Bank holidays and one week at Christmas. 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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