

The Village Community Nursery

St. Peters Urban Village, Bridge Road, Saltley,, Birmingham, B8 3TE



Inspection date	24 April 2018
Previous inspection date	20 November 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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leadership does not yet have a robust system embedded into practice to accurately monitor children's progress and drive improvement. Consequently, they do not have a clear overview of what needs to be done to improve the quality of the provision so that outcomes for children are good.
- Weaknesses in the staff supervision programme mean that the preciseness of children's assessment is not assured.
- 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.

It has the following strengths

- Staff have a secure knowledge of how to respond to a concern in a child's life. They are familiar with new initiates in child protection and alert to signs and symptoms that may be of concern.
- Children's behaviour is good and they learn to show tolerance and respect with staff and their friends. Their emotional well-being is a high priority with staff and this is supported through strong partnerships with parents.
- Children mainly arrive happy and settle quickly into the environment. Staff have secure emotional relationships with children and know what the children enjoy to distract them.

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 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	25/05/2018
■ improve the accuracy of assessments to take account of the learning needs of all children and how this information is used to plan a range of challenging experiences for each child.	27/07/2018

Inspection activities

- The inspector spoke with staff and children and observed their interactions throughout the inspection.
- The inspector spoke to parents, held a meeting with the nursery manager and took account of their views.
- The inspector viewed all areas used for childcare.
- The inspector looked at a range of documentation, including records of progress, a sample of policies and procedures and evidence of suitability checks.

Inspector

Yvonne Johnson. EYRI

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders do not evaluate the quality of the childcare with sufficient rigour. The system to monitor children's assessment and progress is not fully effective. Staff supervision is not yet embedded into regular practice. This means they do not have a clear focus on how individuals and groups of children are developing or take swift action to drive improvement through strong, consistent teaching. Leaders work alongside families and professionals to support children's individual learning needs. But, plans for children's learning are not always implemented immediately. Arrangements for safeguarding are effective. Staff know what to do should they have a concern for a child in their care. They are familiar with the signs and symptoms that may indicate child abuse. Suitable arrangements are in place to complete staff suitability checks.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. There are times when toddlers are not sufficiently challenged and wander without purpose rather than engaging in stimulating play, directed at their individual needs. For example, during the morning session children wandered about carrying a baby gym around the room, with no sense of purpose. At times, the routine impacts on children's choices, which restricts their learning when their play is interrupted too soon. Older children are not always given sufficient time to think and staff answer too quickly for them. For example, during outdoor play children were looking at leaves and staff asked, "what would they do with them, look at the colours, the sounds they make?" but no opportunity for the children to respond. That said, there are some nice examples of teaching. Staff improvise at story time and use characters suggested by children to make up stories, following their interests. The children are delighted and listen intently. Children enjoy creative activities, such as making 'potato heads' to grow plants from seed, learning about changes. Younger children paint using their hands, feeling the textures and listen to the sound of the sea in shells.

Personal development, behaviour and welfare are good

Despite weaknesses' in other areas, children's emotional well-being is a high priority to staff. They take time to speak to parents and obtain information about how their child is and provide good quality care during the sessions for each child. Children's physical development is supported during outdoor play and children are asked to consider how they feel after exercise. For example, "how is your heart beating after running around?". At meal times children learn about their own health needs and what food is good for them. Older children use place mats with their pictures on to identify where to sit and help themselves to a range of healthy foods. Staff are kind and use praise when children make progress.

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. But, inconsistencies in teaching and assessment mean that not all children are making the best progress possible. Older children are motivated learners but younger children are not always sufficiently challenged in activities.

Setting details

Unique reference number	260374
Local authority	Birmingham
Inspection number	1121845
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	0 - 5
Total number of places	50
Number of children on roll	69
Name of registered person	The Village Community Nursery
Registered person unique reference number	RP522516
Date of previous inspection	20 November 2017
Telephone number	0121 248 2555

The Village Community Nursery registered in 2001. The nursery employs 14 members of childcare staff. All hold appropriate early years qualifications at level 2 or 3. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 8am to 6pm. The nursery provides funded early education for children aged two, three and four years.

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