

Collingbourne Day Nursery

Collingbourne Nursery, 67 Collingbourne Avenue, Birmingham, West Midlands, B36 8PE



Inspection date	17 April 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
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

- Children's safety and welfare are significantly compromised. In the event of an emergency evacuation staff do not follow safety procedures. They do not show an awareness of the nature of the alarm or how to respond correctly. This places children at risk.
- An ineffective system of recruitment and vetting places children at risk of harm. The provider does not record information to verify staff suitability to work with children. The provider has accepted Disclosure and Barring Service checks from other sources without additional verification.
- Teaching is weak. Staff do not make effective use of assessment to plan challenging and interesting activities to meet children's individual needs. They do not support children's communication and language development.
- There is too little focus on engaging children in early Mathematics and as a result children do not acquire the skills they will need for their next stage of learning. Outcomes for children are poor.
- Children's health and well-being is not supported. The meals provided are not healthy, balanced or nutritious. Fresh drinking water is not made accessible to children at all times.

It has the following strengths

- The provider maintains records of accidents and medication which are shared with parents.

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
■ put in place an effective system that records information about qualifications, identity checks and vetting procedures relating to staffs suitability	04/05/2018
■ ensure there is a named deputy who you have judged to be capable and qualified to take charge in your absence	04/05/2018
■ support staff in gaining the necessary skills to enable them to: assess children’s learning accurately and deliver good quality teaching and learning experiences that cover all areas of learning and which meet the needs of children at different stages of development	01/06/2018
■ ensure that the key person is supported in tailoring each child's care to meet their emotional needs	04/04/2018
■ ensure that meals provided by you are healthy, balanced and nutritious	04/05/2018
■ make fresh drinking water accessible and available at all times	04/05/2018
■ comply with the requirements of the health and safety legislation, this is with specific regard to fire and hygiene procedures	04/05/2018
■ take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency	04/05/2018
■ ensure that the emergency evacuation procedure is known by staff, children and any others at the premises	04/05/2018
■ improve planning so that it takes account of each child's next steps of learning, including their preferred learning style and differentiates for individual children	01/06/2018
■ plan and provide educational programmes which ensure all children receive suitable challenge, make progress in their learning and development and have their individual needs met	01/06/2018

Inspection activities

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

Inspector

Yvonne Johnson, EYRI

Inspection findings

Effectiveness of the leadership and management is inadequate

The inspection took place following concerns raised about health and safety at the nursery. Following an investigation visit further concerns emerged and a decision to conduct a full inspection of the nursery arranged. The provider has failed to put in place appropriate arrangements for the management of the nursery in her absence. The quality of the provision is poor. Arrangements for safeguarding are not effective. The provider does not have a robust system for the recruitment and vetting of staff and is unable to demonstrate that decisions made about employment are secure. The provider has failed to verify that the qualifications of some staff are relevant to the role. Induction is weak. There is no recorded evidence to support that new staff have acquired the range of knowledge and skills required to support children's care and learning. Basic supervision documents lack any detail of children's progress and staff performance. Self-evaluation is inaccurate and does not identify the significant weaknesses in the provision. The provider does not adhere to health and safety checks at the nursery, to ensure that children are safe. During the inspection an alarm sounded. Staff were unfamiliar with what it was and took no action to evacuate or check the premises. Staff took no immediate action to check the premises and move all children to outside. There was no attempt to follow fire procedures. This poses a significant risk to children attending the setting in the event of an emergency. Procedures for the disposal of nappies used at the nursery is not hygienic. The use of government funding to improve children's experiences in the early years is ineffective. Although some equipment has been purchased to support children's physical development, the provider is unclear about the use of other new equipment, such as a projector and screen and how this will be used to improve children's learning. Staff have sufficient knowledge of how to take action if they have a concern about a child in their care, or concerns about the conduct of another professional. They are familiar with new initiatives in child protection.

Quality of teaching, learning and assessment is inadequate

Staff have a poor understanding of how children learn and as a result teaching is ineffective. Planning does not use what staff know about the children or match activities to their individual style of learning. Staff identify how children learn. But they do not use this in daily practice to support children's learning. For example, children identified as benefitting from visual prompts are not being provided with these activities. Staff do not model language with children and too often do not give children time to respond themselves before presenting an answer. They do not give opportunities to develop children's language. For example, a child in a group activity, asks for a red glue stick. Staff respond with "this is a red one", which is handed to the child. There was no attempt to discuss what the child already knew or any extension of this knowledge. Activities are not well thought out and do not take account of the various age and stage of each child in the group. Younger children who have not yet developed the skills to use scissors are not offered an alternative or supported in using the scissors better. This means they quickly lose interest and leave the table. When painting outside, staff show some children a photo of themselves. They ask them to paint themselves on shared paper. But, the paint colours are not a reflection of their body tones, only red, black and yellow are available. When a child is asked what colour are their eyes and they reply "brown", the staff respond

with "mix the black and yellow that will make brown". Children do not develop an early interest in books as they are kept in an area which has a gate across. This prevents children freely accessing these resources. Staff do not regularly tell children stories or sing songs. Children are not learning to link language with physical movement. Staff do not plan suitable activities to promote children's early writing, mathematics and language skills.

Personal development, behaviour and welfare are inadequate

Weaknesses' in the leadership and management significantly compromise children's safety and emotional well-being. Most children arrive happily and separate well from parents. Newer children show some distress. They take time to settle and need comfort and support throughout the session. However, at times staff do not respond quickly enough to address children's emotional well-being. They cry unsupported for pro-longed periods. Staff ask "if they want to go outside to play". Children tend to wander between table activities inside without purpose. In the outside area, they are not engaged by staff who watch as they play, rather than initiate activities based on the children's interests. Most of the time children choose to play outside. Children's emotional well-being is not considered in play. For example, during sand play the children do not have their hair protected and sand is liberally thrown into the air which lands in their hair. The provider is of the view that this is parents' responsibility and they have asked parents to bring in hats. The provider fails to see the impact on children caused by the removal of sand from different hair types. Children generally play well together and staff remind them to be kind and share. The provider has been working on healthy eating programme with families. But, this has had little impact and children's lunches consist of high sugar and salt foods. Although children have fresh fruit snacks during sessions, the food provided by the nursery at lunchtime is nutritionally poor. The only meal provided consisted of white bread with margarine, and apple slices. Following discussion about nutrition staff gave the children a small pack of raisins. Children are not learning about a healthy diet and how this affects their bodies. During outside play children use their physical skills to ride bikes, climb small apparatus and run. Staff supervise children in the bathroom area and older children manage their own personal care needs. Staff ensure that younger children's care needs, with regard to nappy changing are met. Records supporting children's health needs, including medication and any accidents are maintained and parents informed.

Outcomes for children are inadequate

Significant weaknesses' in teaching mean that children do not gain the full range of skills they need to prepare them for their next stage of learning. Activities are not meaningful and do not take account of children's differing abilities. Poor teaching means that children are not motivated learners. For example, when children show an interest looking at sea shells in the sand staff talk about listening to the sea. The children become excited and listen intently, holding the shells to their ears. But staff do not seize on this opportunity to spark children's curiosity or imagination further and children lose interest. Children who have additional needs make poor progress. Plans for their learning are not followed through and external support is not sought at an early stage.

Setting details

Unique reference number	EY499470
Local authority	Birmingham
Inspection number	1134378
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	20
Number of children on roll	37
Name of registered person	Sammia Mushtaq
Registered person unique reference number	RP517051
Date of previous inspection	Not applicable
Telephone number	07484232309

Collingbourne Day Nursery was registered in 2016. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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