

Reddings Lane Nursery

Al Furqan School, Reddings Lane, Tyseley, Birmingham, West Midlands, B11 3EY



Inspection date

25 June 2018

Previous inspection date

29 September 2014

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 has failed to ensure that all staff have the required checks to verify their suitability to work with children. This compromises children's welfare and safety.
- The provider does not ensure that staff maintain an accurate daily record of the hours of children's attendance.
- The provider fails to monitor the quality of teaching and children's learning effectively. She has not identified weaknesses in staff practice.
- Assessment is weak. Staff do not assess children's progress accurately, including the progress check for children at age two. They do not plan activities that support children's individual needs and stage of development. This significantly hinders their progress and children are not prepared for school.
- Staff do not provide activities that are suitable for each specific age group to ensure that children are fully engaged and motivated to learn. At times, they do not organise routines effectively and children become bored.

It has the following strengths

- Partnerships with parents support children to settle and to build relationships. For example, parents attend workshops at the setting to support their children at home. This includes making healthy food choices.
- Staff are friendly and caring and children build good relationships with them.

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
<ul style="list-style-type: none"> ■ ensure an enhanced Disclosure and Barring Service check is obtained for every person aged 16 years and over who works directly with children 	25/09/2018
<ul style="list-style-type: none"> ■ ensure an accurate record of children's hours of attendance is maintained 	25/09/2018
<ul style="list-style-type: none"> ■ improve arrangements for the monitoring and supervision of staff to identify and act on weaknesses in practice, to improve the quality of teaching and learning 	25/09/2018
<ul style="list-style-type: none"> ■ implement effective systems to observe, assess and monitor children's learning, including the progress check at age two, to accurately plan for their next stage in learning and help them to make progress 	25/09/2018
<ul style="list-style-type: none"> ■ provide challenging and enjoyable activities that meet the needs and ages of the children who attend and that foster their engagement and motivation at all times throughout the day. 	25/09/2018

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The provider has failed to follow robust recruitment and vetting procedures. She has not obtained the required suitability checks for all staff working at the setting. She allows staff whose suitability has not been checked to hold management positions, including a responsibility for safeguarding children. This means that vulnerable children's safety cannot be assured. Staff do not keep an accurate record of the hours that children attend. This means that it is unclear which children are present at any given time. Staff have completed safeguarding training and have a secure understanding of the procedures to follow should they have concerns about a child's well-being. The provider does not review the quality of the provision successfully. She does not monitor the quality of teaching and children's learning effectively. Staff receive some training, however, this does not target areas of poor practice.

Quality of teaching, learning and assessment is inadequate

Ongoing assessment of children's learning is inaccurate and staff have a poor understanding of the progress that children are making. This means that staff do not challenge all children to help them achieve success in their next stage of learning. They do not assess children's progress accurately when they first start, to enable them to plan activities that match their stage of development. Some staff do not fully complete the progress check for children at age two. As a result, gaps in children's learning and development are not identified and addressed. Staff do not consider the varying needs of children in planned group activities. They expect two-year-old children to sit for up to 30 minutes in large-group sessions and do not recognise when they lose interest. Staff do not vary the activities for children who attend both morning and afternoon sessions. This means that children must sit through the same activities twice, which results in them becoming bored.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management compromise children's safety and well-being. Staff interrupt children's play and learning with unnecessary waiting, and at times children become restless. Children have some opportunities to develop their physical skills. They select from a range of equipment, such as a slide and cars, during outdoor play. Children learn about making healthy choices, including limiting food treats and dental hygiene.

Outcomes for children are inadequate

Children's overall learning and development experience is poor. Inaccurate assessment and ineffective teaching have a negative impact on the progress that children make. They are not well prepared for the next steps in their learning.

Setting details

Unique reference number	EY297439
Local authority	Birmingham
Inspection number	1104279
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	45
Number of children on roll	86
Name of registered person	Zahida Perveen Hussain
Registered person unique reference number	RP906752
Date of previous inspection	29 September 2014
Telephone number	01217064151

Reddings Lane Nursery registered in 2005. It opens Monday to Friday, during term time only, from 8.30am to 3.30pm. The nursery employs 11 members of childcare staff, all of whom hold relevant early years qualifications from level 2 to level 6. The nursery receives funding to provide free early education to children aged two, three and four years.

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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