

# Our Kids Nursery Ltd

17-21 Ombersley Road, BIRMINGHAM, B12 8UR



## Inspection date

10 July 2018

Previous inspection date

3 August 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	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

- Children's welfare is compromised. The provider fails to ensure that staff follow effective risk assessments. Babies find and play with objects that present a choking hazard.
- Staff do not manage children's behaviour effectively. They do not provide children with clear expectations. At times, children become bored and restless.
- The provider does not ensure that an accurate record of children's attendance is maintained, as required.
- The key-person system is weak. Staff fail to keep all parents informed about their children's progress. They do not work with them to find about children's development when they first start.
- The monitoring of staff practices is ineffective and staff do not receive good professional support. Some staff have a poor understanding of how to plan for young children.
- Staff do not provide a stimulating learning environment. Assessment and teaching is poor. Staff do not identify accurately children's next steps in learning or plan activities that target their individual needs and interests. This hinders the progress that children make.

### It has the following strengths

- Staff teach children appropriate hygiene routines and about making healthy food choices.

## 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:

	<b>Due Date</b>
■ ensure that staff make thorough risk assessments and have the skills to identify and eliminate all potential hazards to children's health and safety effectively	10/10/2018
■ implement effective behaviour management strategies to help children to learn what is expected of them	10/10/2018
■ ensure that an accurate record of children's hours of attendance are maintained	10/10/2018
■ improve the key-person system to ensure that staff build effective relationships with all parents and establish children's starting points accurately	10/10/2018
■ implement effective arrangements for the monitoring, support and coaching for staff to identify and act on weaknesses in practice to improve the quality of teaching and learning	10/10/2018
■ implement effective systems to observe, assess, monitor and plan accurately for children's individual interests and needs to help them to make progress.	10/10/2018

### 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 ineffective. Risk assessment is weak. Staff do not have a sufficient regard for the safety and well-being of children. During the inspection, they do not notice when a baby found a small eraser and put it into their mouth. Staff plan activities that include inappropriate resources that present children with further choking hazards. This puts children at significant risk. However, staff supervise children appropriately when they play outdoors. Self-evaluation is poor. Although the provider monitors the quality of teaching and children's learning, this is not effective. She does not ensure that staff monitor children's progress and plan effectively for their learning. She fails to recognise when staff practices have a negative effect on children's well-being. This compromises children's care and learning. Staff do not record the times that children attend accurately. This means that it is not clear which children are attending at any given time. Staff are aware of the indicators of abuse, neglect and the reporting procedures. The provider organises events to support parents, such as healthy eating workshops. However, she fails to ensure that staff keep all parents informed about their child's development.

### Quality of teaching, learning and assessment is inadequate

The quality of teaching and learning is weak and assessment is inaccurate. Staff do not gather information from parents to establish children's starting points. Staff complete their own initial assessments of children, but these are not always accurate. This means they are not able to plan effectively for children's learning when they first start. Staff do not effectively identify children's next steps in learning. Activities are not matched to children's individual needs or interests to help them achieve success in their learning. At times, staff redirect children from their chosen activity without any obvious reason. Toddlers and pre-school children become bored and restless because they are not motivated to play and explore. At times, staff overdirect children's play and do not provide them with a sufficient range of activities to keep them interested. This leads to disruptive behaviour. For example, staff have unreasonable expectations of toddlers and instruct them to wait and watch for extended periods as their friends complete an obstacle course. Pre-school children are kept waiting unnecessarily at mealtimes. Staff do not support children's communication and language development successfully. This is a result of a high volume of noise in the rooms where staff dominate conversations. For example, staff working with toddlers repeatedly quiz children and do not give them the time and space to express their own ideas.

### Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management compromise children's safety and well-being. Staff do not use effective strategies to help children learn about what is expected of them. For example, staff repeatedly blow a whistle indoors to gain the attention of toddlers. This has a negative effect on children's emotional security. Pre-school children run around indoors because they have nothing else to do that interests them. They ignore instructions from staff. At times, this leads to a chaotic and disorderly environment. The key-person system is ineffective and staff do not get to know children well enough.

### **Outcomes for children are inadequate**

Children's learning experiences and development are poor. Weak teaching and assessment impact negatively on the progress that children make. Children are not well prepared for the next steps in their learning or for starting school.

## Setting details

<b>Unique reference number</b>	EY493595
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1101477
<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>	1 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Our Kids Nursery Ltd
<b>Registered person unique reference number</b>	RP534898
<b>Date of previous inspection</b>	3 August 2016
<b>Telephone number</b>	0121 440 3306

Our Kids Nursery Ltd registered in 2015. The nursery employs 11 members of childcare staff. Of these, five hold relevant early years qualifications at level 3 and six at level 2. It opens from Monday to Friday from 7.30am to 6.30pm, term time only. 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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