

# Music Box Nursery

18 Salisbury Street, Darlaston, WS10 8BQ



<b>Inspection date</b>	10 July 2018
Previous inspection date	6 February 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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		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 provider has not made a record all of the required information to show how staff's suitability has been assessed.
- Initial systems to support and coach staff and to monitor their performance are in place. However, they are not yet sufficiently developed to impact fully on their teaching practice and drive further improvements in the quality of provision.
- The required progress checks for children aged between two- and three-years-old have not yet been completed or summaries written to share with parents.
- Since the last inspection, improvement has been made in the way staff observe, assess and support children's learning. However, teaching is variable and planning focuses too much on adult-led, group activities. Staff do not fully realise the potential of how play experiences can be used to enhance children's learning and help to promote good outcomes for all children.

### It has the following strengths

- Partnerships between parents and staff are more effective and information about children's care and learning is exchanged. Parents and carers are pleased with the changes that have been made since the last inspection.
- Children's language skills are better promoted. Positive progress is being made and children are communicating more with staff.

## 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>
<ul style="list-style-type: none"> <li>■ maintain records of the vetting processes that have taken place to demonstrate how staff's suitability has been assessed</li> </ul>	31/07/2018
<ul style="list-style-type: none"> <li>■ develop better systems for supervision, support, coaching and training, helping staff to continually improve their teaching practice and to raise the quality of provision and outcomes for children</li> </ul>	10/10/2018
<ul style="list-style-type: none"> <li>■ ensure that the required written progress check for children between the ages of two and three years is undertaken and that parents receive a short written summary of their child's development.</li> </ul>	31/07/2018

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

- strengthen observation, assessment and planning to fully support children's individual interests, extending and building on their learning during play and helping them to reduce any gaps in the progress they are making.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector jointly discussed the teaching and learning activities provided, with the manager and deputy.
- The inspector spoke with the provider, manager and deputy and reviewed relevant records and information, including the evaluations and action plans in place. She looked at evidence to demonstrate how the suitability of all adults working at the premises has been assessed.
- The inspector spoke to parents and carers and took account of their views.

### Inspector

Lucy Showell

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

All the staff are new to the setting and although the manager and deputy have worked together elsewhere for many years, they have not had time to become an established team. Checks to assess the suitability of staff have been carried out. However, the records of who has obtained the checks are incomplete. In addition, for those staff who have subscribed to the online DBS Update service there is nothing to show that the status of the disclosure has been checked as part of safer recruitment processes. The provider is now often in the setting and the quality of the provision is being evaluated more closely. They have received support from the local authority advisors, devised plans and are taking actions and making improvements. Systems to help staff develop their performance are in the early stages. They are not yet fully effective in raising the quality of the provision and outcomes for children. The arrangements for safeguarding are effective. The manager and deputy are confident in explaining how they would recognise possible signs of abuse, manage concerns about a colleague and make referrals to the relevant authorities.

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

Staff have spoken to parents and carers to find out what the children already know and can do and are taking some time getting to know the children. They have started to observe and assess the children and are using appropriate guidance to identify next steps in children's learning and show the progress that some have made. Staff have not yet completed the required progress checks for children aged between two- and three-years-old, or shared a summary of children's progress with parents or carers. The indoor environment is welcoming and well-resourced and staff plan a range of activities for children to access. However, these activities are based around topics and outcomes rather than following children's interests or individual abilities. Furthermore, the sessions are mostly structured around group activities with children being expected to follow staff's instructions. This leaves little opportunity for children to become enthused or motivated to learn through experiences of their own choosing.

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

Children's health and well-being is now better supported. The provider has taken steps to make the premises are secure, the temperature in the nursery is suitably maintained and children have improved access to drinking water. Children are appropriately supervised and staff teach them to help with tasks, such as tidying away toys and serving their own snacks and drinks. Staff have recently started working with parents to help children develop appropriate self-care skills. For example, many of the children are now being encouraged to use the toilet.

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

Some children are just starting to work at typical levels of development for their age and are gaining skills in readiness for their eventual move to school. They are becoming more sociable and develop friendships with their peers. Children who speak English as an additional language enjoy chatting to one another in their home languages. Some children join in with singing action songs, building with bricks and making collage pictures.

## Setting details

<b>Unique reference number</b>	EY499956
<b>Local authority</b>	Walsall
<b>Inspection number</b>	1125676
<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>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Sarah Jan Morsa
<b>Registered person unique reference number</b>	RP901081
<b>Date of previous inspection</b>	6 February 2018
<b>Telephone number</b>	01214482100

Music Box Nursery registered in 2016. The nursery is open Monday to Friday, from 9am to 12noon during term time. There are four members of staff, all of whom hold appropriate early years qualifications at level 2 or above.

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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