

Collingbourne Day Nursery

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



Inspection date	18 September 2018
Previous inspection date	17 April 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of 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

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

- Staff do not consistently assess children's achievements and next steps in learning accurately, to target teaching and close gaps in their development quickly.
- The manager does not focus support and training well enough on improving the quality of staff's teaching and children's learning experiences.
- Staff do not gain detailed enough initial information from parents about what children already know and can do when they first start attending.
- The provider does not use self-evaluation rigorously enough to identify and address all weaknesses in practice, to further improve the quality of the provision.

It has the following strengths

- Staff give children guidance about expectations for their behaviour, such as sharing and taking turns. They use praise to help build children's sense of self-esteem.
- Children are happy and most are well settled. The key-person system is flexible to respond to developing attachments to staff that children show. Key persons support new children to separate from their parent or carer, settle in and join in with activities.
- Children have plenty of opportunities for fresh air as they explore the resources provided outdoors. They develop their physical strength and skills as they climb, slide, use sit-and-ride toys and make marks with chinks and paint on a larger scale.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff assess children's achievements accurately and use this information to target precisely their next steps in learning and close gaps in their development	10/11/2018
provide coaching, support and training for staff to improve the quality of teaching and raise standards to a consistently good level.	10/11/2018

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

- gather detailed information from parents about their child's skills, capabilities and development on entry, to help identify starting points for learning from the outset
- build on self-evaluation to identify areas for development that will continue to improve learning outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager. She discussed the nursery's self-evaluation with the manager.
- The inspector held a meeting with the nursery provider, who is also the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views. She spoke with staff and children during the inspection.

Inspector

Vicky Mulholland

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has worked hard to address the actions raised at the last inspection, particularly those relating to children's safety and welfare. For example, she has taken steps to ensure that the nursery complies with health and safety legislation and that staff and children know what to do in the case of fire or other emergency. She has appointed a deputy manager and put in place a clear system for recording information about checks carried out to ensure staff are suitable for their roles. However, she is not using self-evaluation incisively to target all weaknesses and sustain continual improvement. Staff supervision and support are not sufficiently focused on raising the quality of teaching and outcomes for children. Safeguarding is effective. The manager and staff know what to do if they are concerned a child may be at risk of harm.

Quality of teaching, learning and assessment requires improvement

Working closely with a local authority early years adviser, the manager and staff have implemented a new system for planning to take account of children's individual interests and learning styles. They have begun to work with external professionals to support children who need extra help to catch up with their peers. They have introduced opportunities to focus on each child's learning needs, one-to-one or in small groups. However, staff's assessments of children's stages of development are not consistently accurate, so focused activities sometimes do not support children's next steps in learning closely enough. Staff interact with children and model language. For example, they name the fruit and insects in pictures displayed around the nursery. They model counting and talk about shape, length and size, building on children's mathematical understanding. Staff lead story and singing times and encourage children's interest in books. However, teaching is not consistently good enough. Staff do not make consistent use of effective strategies to extend children's learning and build on their skills. For instance, they do not consistently encourage children to express their ideas and develop good speaking skills.

Personal development, behaviour and welfare require improvement

Staff build positive relationships with parents and carers. As children start attending, staff find out about their family background, home language and care needs, such as allergies or medical needs. However, they do not seek details about children's prior learning and current abilities, to support their learning and personal development as well as possible from the start. Staff ensure that children have access to fresh drinking water at all times, and they provide healthy snacks and light meals, such as cheese sandwiches, wholemeal toast, rice cakes, raisins and fresh fruit. Staff provide suitable activities to help prepare children emotionally for starting school.

Outcomes for children require improvement

Children gain some skills needed in readiness for starting school. For example, they begin to put on their own coats, go to the toilet and wash their hands independently. Children show curiosity, make some choices about their play and follow instructions. They engage in pretend play, count, name shapes, paint and make marks with writing tools. However, not all children are working within the typical range of development for their age. They do not all make as much progress as they could in their learning.

Setting details

Unique reference number	EY499470
Local authority	Birmingham
Inspection number	10077341
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	20
Number of children on roll	24
Name of registered person	Mushtaq, Sammia
Registered person unique reference number	RP517051
Date of previous inspection	17 April 2018
Telephone number	0121 213 5181

Collingbourne Day Nursery registered in 2016. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications, one at level 4 and two at level 2. The nursery is registered to operate all year round on weekdays from 8am until 6pm, although it currently operates Monday to Friday from 9am until 3pm, term time only. The nursery provides funded early education for 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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