

Little Nippers Day Nursery

446 450, Kingstanding Road, Birmingham B44 9SA



Inspection date	5 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- Managers do not use rigorous methods to monitor the teaching practice and they do not check the accuracy of assessments well enough to ensure staff correctly identify children's achievements, to receive effective support for their learning. Staff do not receive training to help them enhance their knowledge, understanding and skills to promote children's learning well.
- Staff do not make good use of effective methods to promote children's thinking skills and to help them extend their learning. They do not plan consistently well to meet each child's individual learning needs. Staff do not make learning interesting so that all children engage fully and have experiences that are suitable for their age and stage of development.
- Staff do not make good use of information gained from observations to assess children's development accurately and to identify and address gaps in their learning quickly, to help them to make good progress.

It has the following strengths

- Children learn to take turns and share. They play well together and learn to have regard for the needs of other children. They learn about diversity through planned activities and when they mix with other children from various backgrounds.
- The partnerships with parents are strong. Parents praise the staff for their good communication, the effective settling-in procedures and their flexibility to children's care, and they value the secure environment.

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
develop effective performance management systems to provide training and support for staff to enhance their knowledge, understanding and skills, to promote children's learning well	30/11/2018
plan and provide purposeful and interesting learning opportunities that engage children fully and are suitable to their individual needs and stage of development	30/11/2018
use effective methods to help children develop their thinking skills and to extend their learning throughout all activities	30/11/2018
make good use of information from observations to assess children's development accurately and to identify and address gaps in their learning quickly, enabling them to make good progress.	30/11/2018

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

- improve monitoring to raise the standard of staff's practice to a good level so that each child receives effective support for their learning.

Inspection activities

- The inspector observed the quality of teaching and learning during indoor activities and assessed the impact this has on children's learning. The inspector carried out joint observations of activities with the manager.
- The inspector checked evidence of the suitability of staff employed to work in the nursery.
- The inspector looked at a sample of documentation required for the efficient running of the nursery.
- The inspector held meetings with the provider and managers, and discussed the self-evaluation process. The inspector spoke with staff and children at convenient times.
- The inspector spoke with a number of parents and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have a good understanding of their responsibilities to protect children from risks of harm. The provider implements rigorous recruitment procedures to ensure staff are suitable to work with children. However, she does not have consistent arrangements to sustain good levels of practice. Although staff have opportunities for supervision meetings, these are not used well enough to improve their personal effectiveness. Some staff are not sufficiently skilled at promoting children's learning. Managers observe the teaching methods staff use, but they do not help them to make effective changes for the children's benefit. They review the records staff complete for children's development. However, managers do not raise staff's awareness of discrepancies. This means they do not ensure staff succeed in raising the attainment levels of all children. Nevertheless, staff regularly share progress reports with parents about their child's development. They fill in communication books to share information about learning with other settings where children also attend.

Quality of teaching, learning and assessment requires improvement

Not all staff provide stimulating learning experiences for children or know how to adapt their teaching to maintain children's interests. They do not consistently help children achieve the learning intentions they have planned. Therefore, some staff miss the opportunity to help children achieve good outcomes, including widening their understanding and building on their speaking skills. Nonetheless, other staff help children, in particular toddlers, to explore textures, to count while they play and to enjoy their learning opportunities. Staff carry out observations of children's learning as they play. However, they do not focus consistently on providing extra support to help children to develop skills they need in some areas of learning. For example, pre-school children do not receive appropriate support to develop their early writing skills. However, staff ensure they obtain information from parents when children first start. They also consistently complete transition forms for children before they move from one room to another within the nursery.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that children do not develop the essential skills they need in all areas of learning to achieve high levels of personal development. However, children develop appropriate independence skills and they are confident to access resources for their own play. Children enjoy nutritious meals and healthy snacks. Drinking water is always within their reach. Children enjoy outside play and ride on wheeled toys. They have opportunities for rest or sleep after lunch.

Outcomes for children require improvement

Not all children make good progress in their learning and development. Pre-school children receive some support to recognise and sound out the first letters in their names. They are able to attend to their personal needs, for example, to use the toilet and wash their hands under supervision. Toddlers have opportunities to listen and to explore their surroundings and to examine toys. Children are developing some skills in preparation for their move within the nursery and on to school.

Setting details

Unique reference number	EY536190
Local authority	Birmingham
Inspection number	10059835
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	52
Number of children on roll	80
Name of registered person	Wheeler, Rosie-Mai Estella
Registered person unique reference number	RP536189
Date of previous inspection	Not applicable
Telephone number	0121 3730255

Little Nippers Day Nursery registered in 2016. The setting employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2, 3 or 6. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6.30pm. 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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