

Halesowen Day Nursery Ltd

137 Hagley Road, HALESOWEN, West Midlands B63 4JN



Inspection date	2 May 2019
Previous inspection date	13 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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

This is a provision that requires improvement

- The nursery has had leadership and management changes since the last inspection, which has led to a decline in the overall quality of the provision. Not all policies and procedures are clear and concise enough.
- The quality of teaching is inconsistent. Not all staff use their knowledge to provide experiences that fully engage and motivate children to learn.
- Staff are not confident in using the observation and assessment systems in place. They do not plan challenging activities that are closely linked to children's next steps in learning. As a result, children do not make consistently good progress.
- At times when children are able to choose between outdoor and indoor play, staff do not always extend the range of activities indoors to benefit children who prefer to play inside.

It has the following strengths

- Children enjoy their time at this bright and welcoming nursery. Staff are kind and attentive and support children's emotional security well.
- Management and staff support children's transition into nursery and between rooms well. Children benefit from plenty of time to settle in and to become familiar with new staff and new environments. Children are happy and settled.
- Partnerships with parents are sound. Staff regularly share information with them about their child's time at nursery.

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
raise the quality of teaching to at least a good level and ensure that all staff engage children in fun and purposeful play	14/06/2019
implement effective systems to observe, assess and monitor children's learning and use this information to plan challenging and interesting experiences that enable children to make at least good progress	14/06/2019
ensure policies and procedures are clear and concise enough to contribute to the safe and efficient running of the setting.	31/05/2019

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

- provide more appealing activities and experiences inside at times when children can choose between outdoor and indoor play.

Inspection activities

- The inspection was carried out as a result of the risk assessment process.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection. She held a meeting with the owner, who is the nursery manager.
- The inspector completed joint observations with the nursery manager.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Trisha Turney

Inspection findings

Effectiveness of leadership and management requires improvement

Management changes have contributed to a lack of consistency in some aspects of the nursery. The manager has carried out some evaluation and has identified weaknesses in the educational programme offered for children. Although she has recently started to implement changes, action has not been taken swiftly enough to raise the overall quality of the provision. The manager does not have a good enough overview of children's progress to support staff in the planning of activities and experiences for children. There are some arrangements in place for the supervision and performance management of staff. However, these have not resulted in the quality of teaching being raised to a consistently good level. Policies and procedures are not always clear and precise. For example, some accident policies lack precise procedures. Nevertheless, this has minimal impact on the overall welfare of children. Safeguarding is effective. Staff follow sound procedures and children receive appropriate care and first aid in the event of accidents or injuries. Staff have a clear understanding of their responsibility to follow the safeguarding procedures in the event of a concern about a child's safety.

Quality of teaching, learning and assessment requires improvement

Although most staff are qualified, they do not have a robust understanding of how to support children's learning effectively. Staff carry out some observations of children's learning. However, their assessments are not always accurate and they do not consistently plan activities that fully support children's next steps in learning. Some suitable teaching strategies are used. For example, staff help older children to count and recognise numbers. Staff foster children's literacy skills appropriately. They share books and stories with children. Babies are given plenty of time to explore and investigate resources. They develop early mark-making skills as they use tools such as rollers to make pictures with paint.

Personal development, behaviour and welfare require improvement

At times, children are able to choose between outdoor and indoor play. However, during these sessions, fewer activities are on offer inside. This means that children who prefer to play indoors do not always benefit from rich and varied experiences. Nevertheless, children enjoy outdoor play and benefit from plenty of fresh air and exercise. Staff help children to understand the importance of eating well. They discuss the importance of nutritious food and children are keen to explain how vegetables grow. Children benefit from healthy snacks and freshly-cooked meals. Staff place a strong focus on helping children to understand what is expected of them. As a result, children behave very well.

Outcomes for children require improvement

Children, including those in receipt of funding, gain some basic skills needed to support their development. However, not all children make consistently good or better progress to ensure they are fully prepared for the next stages in their learning. Children are keen to play and learn. Babies are developing confidence in physical skills as they begin to take first steps and negotiate space on soft-play equipment. Older children develop sound speaking skills and happily engage in conversation with staff and unfamiliar adults.

Setting details

Unique reference number	EY389904
Local authority	Dudley
Inspection number	10103911
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	47
Number of children on roll	84
Name of registered person	Halesowen Day Nursery Limited
Registered person unique reference number	RP906861
Date of previous inspection	13 February 2015
Telephone number	0121 585 0265

The nursery registered in 2009 and is located in Halesowen. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications between level 2 and level 6. The owner/manager holds qualified teacher status. The nursery opens from Monday to Friday, all year round, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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