

Prime Time 3 Day Nursery

116-118 Dreghorn Road, Birmingham B36 8LN



Inspection date

Previous inspection date

17 May 2019

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

This is a provision that requires improvement

- Staff do not receive all of the coaching and training they need to be fully effective in supporting children's learning.
- Adult-led activities are not planned well enough so that children are consistently supported and challenged to build upon what they already know, and can do.
- Staff do not focus strongly enough on supporting children who are ready to progress with their toilet training.

It has the following strengths

- Staff support effectively children's emotional well-being, confidence and self-esteem. They are caring and kind and praise children's contributions and achievements. Staff in pre-school are particularly successful in helping children to behave well, work together and develop positive relationships with each other.
- Staff place a strong focus on child-led play and learning. They find out, and support, what children enjoy and are interested in. Children learn to initiate their own play and follow their own interests using a varied range of good-quality resources, indoors and outdoors.
- Babies benefit from high-quality care. Staff work very closely with parents to identify and meet babies' individual needs well. Babies settle quickly and build strong attachments to staff.

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 staff receive all of the coaching and training they need to be fully effective in supporting all children's learning	14/06/2019
ensure adult-led activities are planned so that children are supported and challenged to build upon what they already know and can do	14/06/2019
make sure children receive all the support they need to progress with their toilet training.	07/06/2019

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this had on children's learning. She spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider and looked at relevant documentation. This included evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders and managers do not ensure that staff receive all of the support and training they need to successfully implement the planning system in place for adult-led activities. As a result, the quality of teaching is not consistently good. Consequently, children do not always receive all of the support they need to make good progress, particularly when there are differences in their learning. Safeguarding is effective. The provider, manager and staff have a suitable knowledge of safeguarding policies and procedures. They are alert to, and know, the action they must take if they have a concern about a child. The premises are well organised and kept safe and secure. Staff provide high levels of supervision and ensure children are safe as they sleep and take part in activities. There are robust recruitment procedures and ongoing checks in place to ensure all staff are suitable to work with children.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Some adult-led activities are not challenging enough and do not provide children with the opportunity to develop new skills and to learn how to do things for themselves. That said, in some instances, activities are suitably challenging. For example, during pre-school registration time, staff challenge children to use and develop their understanding of number. At times, staff are successful in helping children to learn about things that interest them. For example, when children become interested in spiders in the garden, staff help them to observe, talk about and find out facts about spiders. Staff encourage children to extend their interest and find out about other minibeasts they can find in the garden. They ask children questions that encourage children to think about, and express, their own thoughts. Staff encourage children to be creative and design their own representations of spiders and other minibeasts.

Personal development, behaviour and welfare require improvement

Staff do not always fully support children's physical skills in relation to helping children to communicate their need for the toilet. That said, staff encourage children from a very early age to learn to move their body and explore their environment using all of their senses. Older children take part in yoga sessions. Babies splash in water and enjoy the wonderful sensory experiences in their playroom and the dedicated sensory room. Children under three years use their feet, hands and one-handed tools to freely spread paint over large areas. Staff work well in partnership with parents to identify, and meet, children's individual dietary needs.

Outcomes for children require improvement

Children are not as well prepared for their next steps in learning and for school as they could be. That said, children are gaining some of the skills they need for their future learning. Pre-school children are eager to take part in activities. Children develop concentration skills as they sit, listen and follow instructions well during activities. Children aged two years learn to explore and experiment as they play imaginatively and creatively. Babies show they feel safe and secure and their communication skills are developing well.

Setting details

Unique reference number	EY545000
Local authority	Birmingham
Inspection number	10060879
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 9
Total number of places	40
Number of children on roll	62
Name of registered person	Poole, Natalie Ann
Registered person unique reference number	RP513643
Date of previous inspection	Not applicable
Telephone number	07530214394

Prime Time 3 Day Nursery registered in 2017. It is located in Dregghorn Road, Birmingham. The nursery employs five members of childcare staff. Three staff hold appropriate early years qualifications at level 3 and two hold level 2. The nursery operates from 7.30am until 6pm, Monday to Friday, all year round, excluding bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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