

Superstars Day Nursery Ltd

69 Hamstead Hall Road, Birmingham, Staffordshire B20 1HU



Inspection date	28 June 2019
Previous inspection date	30 January 2019

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

This is a provision that requires improvement

- Staff do not ensure children's individual next steps in learning are continually promoted through a good balance of child-initiated play and adult-led activities. There is scope to enhance the planning further.
- Managers do not make the best use of staff's professional development. They do not focus sharply on extending teaching throughout the nursery to help promote consistently good-quality learning experiences for all children.
- Managers do not monitor the planning, quality of teaching and children's progress as carefully as possible. Children are not always highly challenged and therefore, they do not reach their full potential.

It has the following strengths

- Staff are warm and friendly. They get to know children and their families well. They are sensitive to children's care needs. Overall, children are content attending.
- The premises are safe. The nursery is risk assessed indoors and outside. Staff are fully aware of their responsibility to identify hazards and minimise these.
- The nursery is welcoming. Staff find out about children's backgrounds and they celebrate different events. For example, recently the nursery held an Eid party. This helps children learn about the community and fosters mutual respect.
- Staff share information with parents about children's care needs and development. This helps to foster some continuity between the setting and home.

What the setting needs to do to improve further

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

	Due date
enhance the planning further and ensure that children's individual next steps in learning are continually promoted through a good balance of child-initiated play and adult-led activities	27/09/2019
make better use of staff's professional development and focus sharply on extending teaching throughout the nursery to help promote consistently good-quality learning experiences for all children.	27/09/2019

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

- monitor the planning, quality of teaching and children's progress as carefully as possible to help ensure that all children are highly challenged and reach their full potential.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider and manager of the nursery.
- The inspector spoke to staff and held a meeting with the provider and manager of the nursery.
- The inspector looked at relevant documentation and checked evidence of the suitability of all those working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management requires improvement

Since the last inspection, there have been further changes to the management and staff team. Managers do not yet make strong use of staff's professional development to focus on elevating the quality of teaching to a higher level with the new team. Nevertheless, managers supervise staff routinely. Staff benefit from some training opportunities, such as safeguarding, health and safety and first aid. This has a positive impact on the care provided. Safeguarding is effective. The nursery is now well staffed, which means adult-to-child ratios are maintained. Staff and children are deployed effectively. Children only have access to age-appropriate resources and equipment, and they are supervised at all times. Managers ensure that staff implement effectively a range of records that support the efficient running of the nursery. Managers and staff have a sound understanding of child protection issues and know what to do in the event of different types of concerns. Self-evaluation is in place and managers aspire to further improve.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Staff observe children and make accurate assessments of their development. However, they do not consistently provide a balance of highly challenging child-led and adult-initiated activities that build on children's individual next steps in learning. Nevertheless, the curriculum is generally varied and children enjoy attending. Babies, toddlers and pre-school children enjoy water and sand play. Babies like feeling the texture and pouring the material between containers. Toddlers and pre-school children like to wash baby dolls or animals in the water and make models using moulds in the sand. This builds on their understanding of the world and imaginative skills.

Personal development, behaviour and welfare require improvement

Children are not consistently highly motivated to learn and, therefore, they struggle to become fully immersed in learning. On the other hand, staff promote healthy eating. They provide children with nutritious snacks and meals. They talk to the children about the benefits of eating well. Staff promote good hygiene routines. Children wash their hands throughout the day. Staff foster exercise. Babies and toddlers enjoy ball games and negotiating low-level climbing equipment. Pre-school children enjoy playing chasing games and the challenge of high-level climbing apparatus. Staff implement positive behaviour management strategies in the nursery, including a behaviour teddy and a reward chart in the pre-school. Children have a clear understanding of the expectations. They respond to staff, interact nicely with others and behave well.

Outcomes for children require improvement

Due to weaknesses in the quality of teaching and the planning, children do not progress as well as possible. Nevertheless, overall, children gain the basic skills they need for their future learning and the eventual move on to school. Children who speak English as an additional language benefit from appropriate support. Children develop confidence and independence, particularly in managing their own care needs. Children build language skills. They learn to communicate their interests and needs in a variety of ways. Pre-school children develop mathematical skills. For example, they learn to identify simple shapes, sort and match objects by colour and count beyond 10.

Setting details

Unique reference number	EY562955
Local authority	Birmingham
Inspection number	10096308
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 - 4
Total number of places	34
Number of children on roll	21
Name of registered person	Superstars Day Nursery Ltd
Registered person unique reference number	RP535033
Date of previous inspection	30 January 2019
Telephone number	0121 250 2513

Superstars Day Nursery Ltd registered in 2018. The nursery employs seven members of childcare staff, including the managers. Of these, five hold appropriate early years qualifications at level 3 and above. The nursery operates all year around. Sessions are available Monday to Friday from 8am 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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