

Fatima Day Nursery

36 Vicarage Road, OLDBURY, West Midlands B68 8HL



Inspection date	6 August 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Managers do not ensure that the premises are continually suitable for use and hygienic. This specifically refers to the nappy changing area in the bathroom.
- On occasions, the deployment of staff is weak, particularly during routine times. Therefore, children are not always supervised well.
- Managers do not ensure that babies under the age of two years are always given access to the baby room. At times, their specific care needs are not fully accommodated.
- Staff do not always adopt a consistent approach to managing behaviour. They do not continually provide children with clear messages about what is expected. Children do not develop respect for the environment or always participate fully in routines.
- Teaching is variable and there is room to enhance the planning. Staff do not continually provide children with quality educational experiences that further their skills. Children do not consistently progress as well as possible in their learning.
- Managers do not ensure that all staff, particularly those who are unqualified, have a clear understanding of their responsibilities. There is scope to increase the support offered to fully equip them with the skills to carry out their roles at a good level.
- Managers do not make the most effective use of the systems in place to monitor and evaluate overall practice, teaching and children's progress. They do not oversee all aspects of the provision closely to help raise the standard and further improve.

It has the following strengths

- Managers and staff have a sound understanding of child protection issues. They can identify indicators of abuse or neglect and know how to deal with concerns.
- Staff share some two-way information with parents. Parents are happy with the service provided. They comment that their children are supported to settle in, staff are nice and their children like attending.

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 babies under the age of two years are always given access to the baby room to help meet their care and routine needs	30/08/2019
ensure that the premises are continually suitable for use and hygienic, with specific regard to the nappy changing area in the bathroom	30/08/2019
improve the deployment of staff, particularly during routine times, including lunch and sleep times, to ensure that children are always supervised well	30/08/2019
adopt a more consistent approach to managing behaviour and give children clear messages about what is expected so that they develop respect for the environment and participate fully in routines	27/09/2019
improve teaching and enhance the planning so that all children continually benefit from quality educational experiences that further their skills and promote progress	31/10/2019
ensure that all staff, particularly those who are unqualified, have a clear understanding of their responsibilities and support them to gain the essential skills they need to carry out their roles at a good level.	31/10/2019

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

- monitor and evaluate overall practice, teaching and children's progress more closely to raise the standard and further improve.

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 nursery provider and manager.
- 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.
- This inspection was carried out as a result of a risk assessment following concerns received about this provision.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Staff do not always supervise children effectively. Occasionally, staff are not deployed as well as possible, particularly during routine times, such as lunch or sleep times. This is because during these times, staff often prioritise daily jobs or do not concentrate fully when in charge of the children. This means children gain access to areas not in use, such as the office, and unwanted behaviours go unnoticed. Furthermore, the premises are not fully clean, hygienic and completely suitable for use. This specifically refers to the nappy changing area in the children's bathroom. This compromises their safety and welfare. In general, the premises are secure. Therefore, nobody can gain access to the nursery and children are unable to leave without staff's knowledge. The majority of staff are qualified, however, not all staff have a clear understanding of their key responsibilities. Managers do not ensure all staff benefit from the support, coaching and mentoring they require to become good practitioners. This particularly refers to those who are unqualified. Nevertheless, staff are supervised. They benefit from some training, such as food hygiene and first aid. This helps to promote children's health. However, despite the fact that managers are passionate and enthusiastic, they do not oversee the quality of the provision, teaching and children's progress as rigorously as possible. Therefore, they do not identify and swiftly tackle all weaknesses to help achieve good standards.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Staff observe children and make some accurate assessments of their development. They can identify the key next steps in children's learning. However, staff do not make good use of what they know to continually provide activities and plan experiences that promote children's individual learning needs. Occasionally, children struggle to choose something to do. They also become easily distracted and flit between activities. This means, overall, children are not fully motivated to play, explore and learn. Nevertheless, staff offer children generally broad activities that help to promote some aspects of their learning. For example, children enjoy sand play, painting, small-world play with animals and role play in the home corner. This helps to build on their creativity, understanding of the world and imaginative skills.

Personal development, behaviour and welfare are inadequate

Managers do not make the best use of the nursery environment to cater for the different ages of children attending, as the baby room is currently out of use. Staff have an awareness of babies' care needs, however, they do not always accommodate these. This means babies do not consistently benefit from the support they need during routines, particularly mealtimes. Nevertheless, staff are friendly. They get to know children fairly well. In the main, children are generally content attending. Staff provide children with nutritious snacks and meals. Staff encourage children to explore physical resources outside, such as wheeled vehicles, a tunnel, a slide, balls and a see-saw. However, staff do not always manage children's behaviour well. Therefore, children are not entirely clear about the nursery rules. This means they fail to develop respect for their surroundings and often struggle to join in with the daily routine. For example, children sometimes display unwanted behaviours, such as throwing resources, drawing on the

wall or climbing on furniture, and they also find it very difficult to sit at the table during meals. Nevertheless, the nursery is inclusive and staff value children's cultural diversity. Staff encourage children to reflect on and learn about their similarities and differences, including backgrounds, race and languages. Children are tolerant of others. They are beginning to learn to interact and play cooperatively with their peers.

Outcomes for children require improvement

Due to weaknesses in the quality of teaching and the activities planned, children are not always supported to reach their full potential. Nevertheless, they make some progress, albeit steady. Children with special educational needs and/or disabilities benefit from some appropriate support. Overall, children are quite confident attending. They are developing some independence, particularly in managing their own care needs. Children are developing communication skills. Babies can name and label items. Toddlers like familiar songs and exploring sounds. Pre-school children can convey their thoughts using simple sentences. Therefore, in the main, children begin to acquire some of the basic skills they need for their future learning.

Setting details

Unique reference number	EY551220
Local authority	Sandwell
Inspection number	10118326
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	1 - 4
Total number of places	35
Number of children on roll	25
Name of registered person	Fatima Day Nursery Ltd
Registered person unique reference number	RP551219
Date of previous inspection	Not applicable
Telephone number	0121 552 8496

Fatima Day Nursery registered in 2017. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The nursery operates Monday to Friday all year around. Sessions are 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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