

Flying High Nursery School

48 Thornton Road, Birmingham B8 2LG



Inspection date	15 August 2019
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

This is a provision that requires improvement

- Teaching is not consistently strong. There is room to make more effective use of the newly implemented performance management systems to further improve.
- Staff do not always provide children with purposeful play experiences that take account of their individual learning needs, particularly during school holiday periods. There is scope to review the planning.
- Staff do not always provide targeted support for children with special educational needs and/or disabilities (SEND) at the earliest opportunity.
- The manager does not tackle weaknesses in teaching, the planning and children's progress swiftly enough to embed good practice and promote the best learning outcomes for all children.

It has the following strengths

- The environment is fully risk assessed, indoors and outside. Staff deploy themselves well and supervise children in their care. This helps to keep children safe.
- The nursery settling-in process is thorough. Staff get to know children and their families well when they start. Children settle quickly, and are content and happy.
- Children are comfortable attending as they benefit from the care they need. Staff are warm, kind and caring. They are careful to follow children's individual routines.
- Staff actively welcome parents' involvement in the nursery. They share two-way information with them in a range of ways. Parents comment positively on the nursery.

What the setting needs to do to improve further

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

	Due date
make more effective use of newly implemented performance management systems to further support less confident staff and fully equip them with the skills they need to become good teachers	04/11/2019
review the planning and ensure that children consistently benefit from purposeful play experiences that take account of their age, stage and learning needs, including during school holiday periods, to help promote continually good progress	04/11/2019
provide more targeted support for children with SEND at the earliest opportunity to help them reach their full potential.	04/11/2019

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

- swiftly tackle the weaknesses within teaching, planning and children's progress to help embed good practice and promote the best possible learning outcomes for all children.

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 of an activity with the manager of the nursery.
- The inspector spoke to staff and held a meeting with the nursery manager.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff 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 registration the nursery has experienced management and staffing instability. The recently appointed manager is knowledgeable. She has introduced a new performance management system and is beginning to address inconsistencies in teaching but this is not yet fully effective in practice. There is room to further support less confident staff and fully equip them with the skills they need to be good teachers. Nevertheless, the majority of staff are well qualified. They benefit from some training opportunities, including basic safeguarding, first aid and food hygiene. Safeguarding is effective. Managers and staff have a sound understanding of child protection issues. They can identify different indicators of child abuse and know how to deal with different concerns. Self-evaluation and monitoring are in place. The manager recognises the weaknesses in teaching, planning and children's progress. She liaises with the local authority for support and is working towards an improvement plan. However, she has not yet had the time she requires to address all issues and embed good-quality teaching practice.

Quality of teaching, learning and assessment requires improvement

Teaching is currently variable. Staff observe children and make some routine assessments of their learning. However, staff do not always plan purposeful activities that take account of their age, stage and learning needs, particularly during school holiday periods. Furthermore, staff do not always identify children with SEND at the earliest opportunity. Children do not always benefit from the support they need to engage with activities or the challenge they require to extend their development. On the other hand, staff do provide some activities that generally promote aspects of children's learning. Toddlers enjoy playing with small-world trains and vehicles. Pre-school children like creative activities. They enjoy making dinosaurs out of junk-modelling materials and play dough with flour and water.

Personal development, behaviour and welfare require improvement

Children are not consistently motivated to fully explore what is provided, try new activities or become absorbed in learning. Nevertheless, the nursery is culturally diverse. Children learn about their similarities and differences. Staff manage children's behaviour in a positive way. They praise and reward good behaviours. This helps to promote tolerance and respect. Staff provide children with nutritious snacks and meals. They also talk to children about the importance of eating well. Staff provide outdoor play. Children practise skills in throwing and balancing as they play skittles and use car tyres as stepping stones. This helps promote healthy living.

Outcomes for children require improvement

Overall, children do not continually make good progress. Those with SEND do not yet reach their full potential. Nevertheless, in the main, children are equipped with the basic skills they need for the eventual move on to school. Children develop some independence. They wash their hands with minimal support and self-serve their drinks and snacks. Children gain communication, language and literacy skills. They enjoy music videos, singing rhymes and stories with their teachers. Children also develop some mathematical skills. They count blocks and compare size when building.

Setting details

Unique reference number	EY552851
Local authority	Birmingham
Inspection number	10119479
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	71
Number of children on roll	144
Name of registered person	Flying High Nursery School Limited
Registered person unique reference number	RP552850
Date of previous inspection	Not applicable
Telephone number	07985447566

Flying High Nursery School registered in 2017. The nursery employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and three hold appropriate early years qualifications at degree level. The nursery operates all year round. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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