

Inspection of Little Nippers Day Nursery

446 - 450, Kingstanding Road, Birmingham B44 9SA

Inspection date:

4 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a bright, warm and welcoming environment for children. They promote children's emotional security well. Gradual settling-in sessions mean that children settle well. Staff join children as they play and offer plenty of praise. However, they do not consistently motivate children, which, at times, limits their learning opportunities.

Children demonstrate that they are happy and feel safe and secure. They form close bonds with staff and each other. Parents are happy with the provision and comment that their children enjoy attending. Although most children generally behave well, staff are not consistent in their approach to promoting ongoing positive behaviour in the pre-school room.

Staff use suitable teaching strategies to help enhance children's learning. For example, they encourage children to join in singing songs and rhymes. Children enjoy moving their bodies enthusiastically to action songs. Some mathematical skills are promoted well. For example, children learn about size and capacity as they fill and empty containers in sand. However, the overall quality of teaching is too variable.

What does the early years setting do well and what does it need to do better?

- A new management team has recently been put in place and positive changes have been made. However, improvements are in their early stages and teaching and learning are not yet good enough. A thorough self-evaluation has been undertaken and action plans are implemented well to drive further improvements.
- Staff benefit from regular supervision and training sessions. They have time away from children to attend to routine tasks and paperwork and can request alternative working hours or changes to rotas if required. Staff morale and their commitment to improving outcomes for children are high. However, staff training to date has not resulted in the quality of teaching being raised to a consistently good level. Not all staff make accurate assessments of children's learning. They do not have a good enough understanding of what children already know and what they need to learn next. This means that they do not always focus planned activities sufficiently on what children need to learn next.
- Younger children have fun and busily engage in play. Early writing skills are emerging as toddlers enjoy making marks with chalks. Older children learn about letters and the sounds they represent. They are beginning to recognise familiar words, such as their name. However, there are times when staff do not fully engage older children. For example, pre-school children spend too long sitting while activities or meals are being prepared and become bored or restless.

Children, including those with special educational needs and /or disabilities, are gaining the basic skills to help prepare them for the next stage of their learning.

- Staff help children to develop healthy lifestyle habits. For example, children benefit from healthy meals and snacks. Staff provide plenty of opportunities for physical exercise and fresh air. They promote children's independence well. For example, children help to set the table at mealtimes.
- Younger children behave well. Staff working with these children help them to share and take turns with toys and resources. There are times when staff working with older children are not consistent in their approach to behaviour. For example, they tell older children what to do or not to do without explaining why. This means that children do not always understand and learn what is expected of them.
- Staff establish sound relationships with parents. They regularly share care information and talk to parents about how their child's day has been. However, information about children's learning is not consistently shared with parents. This means parents are not well supported to build on children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have attended all mandatory training such as safeguarding and first aid. They have a sound understanding of different types, signs and symptoms of abuse. Staff are aware of the procedures to follow should they have any concerns about a child's welfare or the actions of a member of staff. Managers implement sound risk assessments to help ensure all areas are safe for children. This helps to protect children from harm.

What does the setting need to do to improve?

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

	Due date
raise the quality of teaching to a consistently good level and ensure that all staff engage children in enjoyable and purposeful play	18/10/2019
ensure staff use accurate assessments of children's learning to plan challenging and interesting experiences that focus on what children need to learn next	18/10/2019

use consistent strategies for promoting positive behaviour and help older children learn what is expected of them and why.	18/10/2019
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To further improve the quality of the early years provision, the provider should:

- provide more support for parents to help them to build on children's learning at home
- improve the flow of learning experiences for pre-school children, particularly between activities or before mealtimes.

Setting details

Unique reference number	EY536190
Local authority	Birmingham
Inspection number	10081780
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	52
Number of children on roll	50
Name of registered person	Wheeler, Rosie-Mai Estella
Registered person unique reference number	RP536189
Telephone number	0121 3730255
Date of previous inspection	5 October 2018

Information about this early years setting

Little Nippers Day Nursery registered in 2016. The nursery opens five days a week from 7.30am to 6.30pm all year round, except for bank holidays and one week at Christmas. The nursery employs 11 members of childcare staff, all of whom hold relevant early years qualifications at level 2 to level 5. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- The inspector and the manager completed a 'learning walk' across all areas of the nursery to understand how the curriculum is organised.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection 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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