

Inspection of Collingbourne Day Nursery

Collingbourne Nursery, 67 Collingbourne Avenue, Birmingham, West Midlands B36
8PE

Inspection date: 18 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

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

Not all children make the best possible progress from their starting points. This is because the quality of teaching is inconsistent, and assessments do not always accurately reflect where children are in their development. Some activities are rushed and do not fully captivate children. Consequently, at times, they lose interest and wander off to play with something else. That said, the premises are secure and children play in a safe environment. Staff encourage children to recognise and take risks for themselves. Children enjoy looking at photographs of themselves in the setting. They recognise what they are doing and name their friends. This supports their sense of belonging. They learn how to scroll the technology pad to change the photographs and know that if they press the picture it makes it bigger. Staff calmly explain to children that they need to share and take turns when they all try to move the pictures at the same time. Children benefit from spending time outdoors. They hunt for bugs and spiders and look at them through a magnifying glass. Staff help children to find pictures of what they have found. They tell children interesting facts about different insects, such as a centipede has 100 legs. Children develop their imagination. They pretend to make a pizza in the mud kitchen. They spoon mud into a pan, concentrate as they scrape off the excess, and say they are going to 'mix it and put cheese on the top'.

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

- The manager has worked hard to make improvements since the last inspection. She monitors staff and provides them with feedback on how to improve. Staff attend training and visit other settings to observe good teaching practice. The manager recognises the weaknesses and has started to implement strategies to raise the quality of teaching. However, these are not yet embedded fully into practice to ensure children consistently make the best possible progress. The manager uses staff appraisals and supervision meetings to feedback to staff and is beginning to support them to make the necessary improvements.
- Staff observe children as they play and make termly assessments of their progress. However, in some cases assessments are not accurate and place children at a higher level in their learning. This means that some children's next steps for learning are not always appropriate to ensure they consistently make the best possible progress.
- Staff plan a range of activities for children to take part in. For example, children make play dough and print with different fruits. However, at times staff are too quick to intervene and do not provide children with time to respond to questions or think of ideas for themselves. In addition, they do not consistently extend activities to consolidate children's learning and hold their interest.
- The outdoor area is utilised well and children enjoy the time they spend outside. They ride bicycles with dexterity and construct using large bricks. This helps to

support their physical skills. The manager recognises that many of the children who attend do not have access to a garden. Therefore, she has embedded a culture of outdoor play to provide children with experiences that they may not get at home.

- Staff share information with parents and provide ideas about how they can support certain aspects of their children's learning at home. For example, they encourage parents to take books home. They talk to them about the importance of reading to children to promote their early literacy skills and help them to enjoy books. Parents are very positive about the care and learning their children receive.
- Children behave well. Staff act as positive role models as they encourage children to use good manners and explain to them why they should take turns and share. Children are respectful of others and learn about other cultures and customs that are different to their own. The key-person system works well and children form close relationships with staff. They are obviously happy and settled in their care and seek them out if they are upset, need help or reassurance.
- Children's health is promoted very well. They learn what foods are good for them and take part in 'Fruity Friday' where they try different fruits. Staff provide a booklet for parents about healthy lunch boxes that has pictures of healthy foods for those parents who cannot speak English. Staff promote children's independence and hygiene. They show children in a mirror how to wipe their noses and encourage them to copy.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of the signs and symptoms that may indicate a child is at risk of abuse or neglect. This includes wider safeguarding issues such as preventing children from being drawn into extreme situations. Staff are aware of the procedure to follow if they have concerns about a child in their care or the conduct of another member of staff. They know where to go to seek help and advice.

What does the setting need to do to improve?

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

	Due date
ensure assessments of children's progress are consistently accurate and next steps for learning are appropriate to every child's individual learning needs.	31/10/2019

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

- embed strategies already in place to raise the quality of teaching to ensure children make the best possible progress
- provide children with opportunities to consolidate their learning and give them more time to respond to questions and think of ideas for themselves
- extend activities provided to fully captivate children's attention and hold their interest.

Setting details

Unique reference number	EY499470
Local authority	Birmingham
Inspection number	10080727
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	1 to 4
Total number of places	30
Number of children on roll	17
Name of registered person	Mushtaq, Sammia
Registered person unique reference number	RP517051
Telephone number	0121 213 5181
Date of previous inspection	18 September 2018

Information about this early years setting

Collingbourne Day Nursery registered in 2016. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications, including one at level 5, one at level 3 and two at level 2. The nursery is registered to operate all year round on weekdays from 8am until 6pm. Current operating times are; 8.30am until 3pm on Monday, 8.30am until 4pm on Tuesday, 9am until 4pm on Wednesday and 9am until 3pm on Thursday and Friday, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector completed a joint observation and a learning walk with the nursery manager.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- A meeting was held with the nursery manager. The inspector looked at relevant documentation, including children's details and evidence of the suitability of staff working in the nursery.
- The views of parents were taken into account during the inspection.

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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