

Inspection of Santos Day Nurseries

100 Birmingham Road, Great Barr, Birmingham B43 7AB

Inspection date: 25 October 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Younger children in the baby room receive poor-quality care and learning experiences. They are not adequately supported to be independent, confident, happy and safe. Staff wipe children's noses with force and without due care and attention. When children topple onto the floor because of this poor practice staff provide no comfort or reassurance to them. Children receive no warning that they are going to be lifted from behind. They do not know when they are going to have their clothes removed or put face down on their bed to go to sleep. Children do not receive the encouragement or the support they need to be involved in activities, such as water play. Staff sit next to children but do not ensure children can reach the water or that there is enough water for children to play. Consequently, children become inactive, and staff interpret this as children being tired or disinterested.

In stark contrast, older children in all other playrooms are continually encouraged to have a go and develop new skills. Some children benefit from taking part in sharply targeted activities that give a boost to their learning. This helps them to progress and achieve at the same level as their peers. Pre-school children show pride as they achieve and progress in their independence and mathematical understanding.

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

- Staff in the baby room show a disregard for children's well-being and safety. They do not manage children's behaviour in an appropriate way, particularly in relation to handling younger children. Their rough handling puts children at risk of injury. For example, staff lift children by the tops of their arms to move them to the place they want them to be. Staff hold children's heads while roughly wiping their faces clean from behind with no social interaction. Staff show a lack of compassion and are not responsive to children's emotional needs, particularly at children's sleep time.
- Teaching in the baby room is weak. Staff do not recognise or respond to children in a way that supports children's enjoyment and curiosity. They do not allow children to use and develop their emerging knowledge and skills. For example, staff do not allow children to have a spoon to feed themselves, even though they have the skills to do this. Staff do not ensure that all children can take an active part in activities and this results in children losing their motivation and becoming inactive. Staff are not good role models. They do not positively engage with children or communicate with them in a way to help develop children's confidence, independence and communication skills.
- Managers have failed to adequately monitor and supervise practice in the baby room. Consequently, children's safety, welfare and learning has been compromised. However, managers took immediate action to ensure the safety

and well-being of children in this room when poor practice was identified during the inspection.

- There is a vast difference in staff's practice in all other playrooms in the nursery. These staff speak and act with respect towards older children. They provide a strong focus on supporting older children to develop strong relationships with staff and friendships with other children. Children are given lots of praise and encouragement to achieve. They are encouraged to continually take part in learning.
- Staff in all other rooms have high expectations for children. They use information gained from parents and their own observations to plan a wide range of activities. These staff build effectively on what older children already know and can do, in all areas of learning, to support and extend children's learning. Strong focus is placed upon identifying and supporting older children who are not achieving as expected, particularly in their speaking skills.
- Staff in other playrooms promote children's physical health effectively. Children are encouraged to become physically active indoors and outdoors. Staff work in partnership with parents to support learning at home. They send resources, such as scissors and books, home for children to practise and consolidate their learning.
- Staff in all other playrooms make learning fun. They encourage and support children's drive to learn and achieve. Older children who are learning to speak English as an additional language receive good levels of support to quickly learn to speak English.

Safeguarding

The arrangements for safeguarding are not effective.

Managers have failed to ensure that all staff are suitable to fulfil the requirements of their roles. This is in relation to promoting the safety and well-being of children in the baby room. In addition, they have failed to notify Ofsted of a previous significant event, which led to a member of staff being dismissed due to their poor practice. That said, the premises are safe and secure. Staff regularly check and assure the safety and suitability of the resources and environment, both indoors and outdoors. Staff attend training to update their knowledge and understanding of safeguarding. However, this is not evident in all staff's practice.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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ensure that people looking after children are suitable to fulfil the requirements of their roles, in this instance, meeting the care and learning needs of children in the baby room	15/11/2019
make sure all staff manage children's behaviour in an appropriate way, particularly in relation to handling younger children to ensure children's safety and emotional well-being	15/11/2019
implement effective monitoring and supervision to identify and act on weaknesses in practice	15/11/2019
develop knowledge and understanding of the changes that must be notified to Ofsted.	15/11/2019

Setting details

Unique reference number	EY544159
Local authority	Sandwell
Inspection number	10099475
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 to 4
Total number of places	51
Number of children on roll	54
Name of registered person	Kaur, Harpreet
Registered person unique reference number	RP544158
Telephone number	01212387987
Date of previous inspection	Not applicable

Information about this early years setting

Santos Day Nurseries was registered in 2017. The nursery employs 14 members of childcare staff all of whom hold appropriate early years qualifications, at level 2, 3 and 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Armstrong

Inspection activities

- The inspector completed a learning walk with the manager.
- The inspector and manager conducted a joint observation.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector held meetings with the manager and provider.
- The inspector looked at a sample of the setting's documentation. This included evidence of staff suitability and recruitment.

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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