

Inspection of Aeysha's Play Nursery

St Vincents Hall, Botany Walk, BIRMINGHAM B16 8ED

Inspection date:

28 November 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

Good

What is it like to attend this early years setting?

The provision is inadequate

Breaches in the early years statutory framework requirements and weaknesses in the leadership and management of the nursery have a significant impact on children's safety and well-being. Children are exposed to health risks as they wash their hands in cold water. The building is not always warm enough to support children's well-being when they come in from the cold outside. As a result, their good health is not supported. The educational programme does not take account of what children already know and can do. They do not acquire the skills they will need in their future learning. That said, children arrive happy at the nursery and settle well. They make some choices in their play and show an interest in the activities available. Children form close, warm relationships with staff, who are kind and caring. They offer praise and reassurance. This supports children's emotional well-being. Children enjoy using their imagination as they create 'pizza' with the play dough. Children receive praise as they attempt to dress themselves for outside play. They dress up in role play as doctors and make people well. Children learn to become independent in dressing. They find their shoes and most put on their coats. Staff begin to introduce some simple rules and individually children behave well. However, in large groups, children struggle to maintain their focus and can become disruptive.

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

- Significant breaches in the early years statutory requirements mean that children's health and well-being are not supported. Children do not have access to warm water for washing their hands after play and before and after eating. This compromises children's good health. A lack of warmth in the premises means that children coming in from the cold may not warm up quickly enough. Arrangements for the safe and efficient management of food are poor. These do not meet the minimum requirements of other statutory agencies.
- Leadership and management of the nursery does not focus on providing a high-quality curriculum that provides good-quality childcare and learning. They do not have an accurate view of the quality of the education and care at the nursery. They are not instrumental in driving improvement. The programme of supervision and support does not include all staff. It is not targeted to raise the quality of teaching and improve children's future success.
- Planning does not take account of the knowledge that children arrive with. It is not effective across all areas. Children who attend all day repeat the morning activities in the afternoon. Staff do not differentiate in activities for the more or less able children. As a result, some activities are too difficult for children to understand. Some activities do not challenge the most able children to learn.
- A lack of focus on children's emerging speech does not support children to develop new language. Staff do not model words well enough to help children to

become good communicators. They do not use different communication strategies to support children's emerging speech. During group times, older children 'read out' their own version of a book. Adults do not always read to younger children, so they hear language repeated. Staff use capital letters in speech and this means that children do not learn sounds in phonics to help them to form words correctly.

- Children learn about early mathematics. They begin to count. Some children count to seven, with support. Staff introduce similarities and differences. Children look for pretend worms in the sand tray. They consider which is long or short as they put them side by side. Children are active outdoors as they run and play. They develop their muscles as they climb across raised steps and challenge their balancing skills.
- Partnerships with parents are not well established. Information about what each child can do when they start their placement is not obtained from parents and carers. That said, some parents said that their children were happy at the nursery. Assessment of children is not always consistent. The nursery does not complete an assessment of children between the age of two and three years, in the prime areas, and share this with parents. Partnerships with other settings children may attend are not in place. This does not support children's continuous learning and care.
- Children are not supported well enough to learn to play cooperatively. Large groups of varying ages mean that some children lose focus quickly as activities do not engage all children. This results in behaviour that can be disruptive at these times. Children do not learn about the consequences of their behaviour or how it may affect others. As a result, children are not learning about tolerance and respect from an early age.

Safeguarding

The arrangements for safeguarding are not effective.

Not all staff hold a secure enough understanding of the full range of child protection concerns that may impact on children's lives and make them more vulnerable to risk of harm. As a result, children's safety is not assured. The nursery is not compliant with the requirements of other agencies. Therefore, children's safety and well-being are compromised. The premises are secure. Staff monitor people attending the nursery and ensure that children are only collected by adults who have responsibility for them.

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
take all reasonable steps to ensure staff and children are not exposed to risks, and demonstrate how these steps are being managed	13/12/2019
ensure that the premises are fit for purpose and suitable for children cared for, and comply with health and safety legislation	13/12/2019
train all staff to understand the safeguarding policy and procedures, and ensure they hold an up-to-date knowledge of safeguarding issues to enable them to identify any concerns at the earliest opportunity	13/12/2019
ensure that all staff have in place appropriate arrangements for supervision.	13/12/2019

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

	Due date
consider the individual needs, interests and stage of development of each child and ensure that this information is used to plan a challenging and enjoyable experience for each child in all the areas of learning	31/01/2020
review the progress of children between the age of two and three years and provide parents and/or carers with a summary of children's development in the prime areas	31/01/2020
improve teaching to fully support children to develop their emerging vocabulary	31/01/2020

support children to begin to form positive relationships so that they start to manage their own feelings, and to learn to understand appropriate behaviour in groups.	31/01/2020
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Setting details

Unique reference number	EY429507
Local authority	Birmingham
Inspection number	10131813
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	2 to 4
Total number of places	30
Number of children on roll	22
Name of registered person	Birmingham Community Venture
Registered person unique reference number	RP530739
Telephone number	01214545125
Date of previous inspection	6 December 2018

Information about this early years setting

Aeysha's Play Nursery registered in 2011. The provider employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday during term time. Sessions are from 8am until 5pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- The inspector spoke to staff and children during the inspection. She observed staff and children's interactions and the range of activities available to the children. The inspector took account the views of a selection of parents at the nursery.
- A sample of documentation was checked. This included information about the suitability of staff and the robustness of the recruitment processes. A selection of policies and procedures were viewed.
- A joint observation of practice was carried out with the manager of the nursery. This took account of her view of the quality of teaching and learning during the activity.
- The inspector conducted a learning walk with the manager. This took account of how the curriculum is designed across the different ages.
- A tour of the building considered how effective risk assessments are in minimising risks to children attending.

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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