

Inspection of Toybox Day Nursery

393 Station Road, Stechford, BIRMINGHAM B33 8PL

Inspection date: 2 March 2020

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

Significant weaknesses in leadership and management have a detrimental effect on children's care and learning. The curriculum across the nursery is inconsistent and does not meet the needs of children. Although children show that they are keen to learn, staff do not provide suitably challenging learning experiences that interest, engage or match their individual needs. Consequently, children quickly lose interest, become disengaged and disrupt other children's play. Children's behaviour is not managed appropriately. They do not receive positive messages about their behaviour. For example, in the toddler room, children run around the room, climb on chairs and throw objects and toys. Staff do not intervene to help children to understand the consequences of their behaviour on themselves and others. Staff do not have high enough expectations for children and what they can achieve. They lack the necessary knowledge and skills to help children make progress in their learning. Gaps in children's knowledge are not identified because assessments completed by staff are not accurate. Children are not challenged sufficiently to build on what they know and can do. For example, children have opportunities to go outside. However, staff stand around and supervise children but do not engage with them or extend their learning. Children fail to make the progress that they are capable of. The key-person system is ineffective. Staff do not have enough knowledge about their key children to be able to meet their needs adequately.

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

- Leadership and management are poor. The provider does not have a clear vision and strategy. He does not carry out his role effectively or demonstrate the capacity to drive improvements. The provider does not monitor or support managers adequately to provide good-quality care and education in the nursery.
- The provider continually fails to address significant weaknesses in practice. He has not addressed all of the actions raised in the recent Welfare Requirements Notice. The provider does not focus on improving the quality of education and does not prioritise the safety of children. Procedures to manage the performance of staff are weak. The provider does not identify where staff need support to improve their skills and knowledge. Staff do not understand how to help keep children safe and their teaching is poor. As a result, children do not make good progress and are not kept safe.
- Managers are not effective in their roles. Staff morale is low, and some parents have voiced their concerns about the impact of changes in the management team to the atmosphere of the nursery. For example, they comment that the frequent staff changes have a negative impact on their children's learning.
- The quality of education is poor. Staff carry out some observations as children play. However, they have a poor understanding of how to assess and plan effectively for the next steps in children's learning. Staff do not recognise or

address gaps in children's learning adequately.

- Staff do not provide children with stimulating, challenging and exciting learning experiences and activities which cover all the areas of learning. For example, in the toddler room there are limited activities planned for children. Children wander around aimlessly and become disruptive. Staff interactions and teaching do not sufficiently challenge children in order to keep them engaged and motivated to learn. For example, when pre-school children paint their hands to make prints, staff do not ask questions to explore children's ideas or extend the activity. As a result, children lose interest and walk away.
- The key-person arrangements are weak. Staff do not understand the role and responsibility of the key person. They do not know their key children well or how to meet their needs and to best support them. Children do not develop strong bonds with their key person and are not settled well. Some parents are unhappy with the number of times their child's key person has changed. This does not support children's emotional well-being.
- Staff do not use effective strategies to manage children's behaviour, particularly in the toddler room. Staff fail to provide positive messages for children to help them understand behavioural expectations. They do not support children to understand how their behaviour affects others.
- Children have access to some appropriate resources. Pre-school children mould play dough and they explore sand and water. Toddlers imitate sounds that animals make as they play with toy lions.
- The nursery provides children with healthy and nutritious meals and snacks. Staff teach children about good hygiene practices. For example, they encourage children to wash their hands before and after eating. Children are learning to become independent in their own personal care.

Safeguarding

The arrangements for safeguarding are not effective.

Risk assessments are ineffective. Staff have not taken all reasonable steps to make sure that children are not exposed to risks. They do not identify and minimise hazards, in particular when babies use the forest area of the nursery. There is stagnant water in pots and pans that are accessible to babies. Staff encourage babies to touch a metal mesh on the firepit that is rusty. Some natural resources, such as tree stumps, are extremely slippery and are trip hazards for children learning to walk. Staff fail to lock the gate in the forest area to keep children from wandering into the larger play area used for older children. Some radiators in the nursery are extremely hot, which could scald children. Children are at risk of harm. That said, staff have a suitable understanding of child protection matters, including issues relating to radicalisation and extremism. They have all completed online training to help ensure they know the signs and symptoms of abuse and neglect.

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 make sure that children are not exposed to risks and assure their safety at all times	27/03/2020
improve monitoring of staff practices to develop their knowledge and skills and help them fulfil their roles and responsibilities to keep children safe, meet their needs effectively and raise the quality of teaching so children make the best possible progress	27/03/2020
ensure key persons understand their roles and responsibilities to develop strong bonds with children, to ensure care and learning experiences are tailored to meet children's individual needs	27/03/2020
ensure staff consistently manage children's behaviour effectively and help them learn behavioural expectations and develop good social skills.	27/03/2020

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

	Due date
ensure staff observe and assess children's learning accurately, to consistently identify where children are in their development and plan precisely for next steps in their individual needs	04/05/2020
improve teaching and provide challenging experiences that help children to build on what they already know and can do, to ensure they make at least good progress.	04/05/2020

Setting details

Unique reference number	EY444562
Local authority	Birmingham
Inspection number	10146389
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 at time of inspection	0 to 5
Total number of places	130
Number of children on roll	103
Name of registered person	Inayat, Shezad
Registered person unique reference number	RP909530
Telephone number	0121 244 3176
Date of previous inspection	18 October 2017

Information about this early years setting

Toybox Day Nursery registered in 2012. The nursery employs 19 members of childcare staff. Of these, two hold early years qualifications at level 6 and 16 at levels 2, 3 or 5. The nursery operates all year round. Sessions are available Monday to Friday from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rupi Phullar

Inspection activities

- The inspector conducted a learning walk with the manager and discussed how they provide the curriculum.
- The inspector conducted joint observations with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection and held a meeting with the provider and the managers. She looked at relevant documentation, including evidence of the suitability of staff working at the setting.
- The inspector spoke to parents 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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