

Inspection of Kings Heath Grange Day Nursery

23-25 Grange Road, Kings Heath, Birmingham B14 7RN

Inspection date: 16 June 2021

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are generally settled, happy and enjoy their time at the nursery. They build positive relationships with staff and are developing friendships with each other. Staff are positive role models and interact with children well. Children have positive attitudes to learning and demonstrate that they feel safe and secure. They enjoy playing with a range of toys and resources. Children have fun filling and emptying in sand trays. They develop strong physical skills as they play on wheeled toys and build with construction pieces.

Staff use some suitable teaching strategies to help enhance children's learning. For example, they encourage children to join in with singing songs and rhymes. Children enjoy moving their bodies enthusiastically to action songs during 'wake up, shake up' time. Some mathematical skills are promoted. For example, children learn about numbers and counting as they sort objects onto number cards. However, the overall quality of teaching is too variable. Some activities are too difficult for children and too easy for others. Staff do not focus their teaching closely enough on what individual children need to learn next. This means that, although children make some progress in their learning, they do not make consistently good progress.

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

- Leaders and managers work hard to identify children who may have additional needs. They work with a range of external agencies and professionals to ensure these children get the help and support they need.
- Partnerships with parents have been established. Suitable ways of communicating with parents have been put in place while dealing with the difficulties that the COVID-19 (coronavirus) pandemic presents. Staff regularly speak to parents at the main door to the nursery as parents drop off or collect their children. Parents are informed about their child's achievements and how their day has been.
- There are some arrangements in place for the supervision and performance management of staff. However, these have not resulted in the quality of teaching being raised to a consistently good level. Managers do not provide enough support for staff to improve the overall quality of teaching.
- Although leaders have a clear intent for the curriculum, staff are not always successful at delivering good-quality learning opportunities to children. The quality of education is not consistent across the nursery because not all areas of the curriculum are equally strong. Staff have a general idea about what children know. However, they are not skilled enough to identify, plan and teach what children need to learn next. When there are planned activities, they lack focus and do not build effectively on children's prior learning. Children are not

consistently provided with activities that offer appropriate inspiration, challenge and interest or meet their individual needs and learning styles effectively.

- Effective care practices promote and support children's emotional security. Children benefit from a range of nutritious snacks and meals to promote their health. Staff have a sound awareness of children's dietary requirements. Children enjoy various activities and opportunities to exercise, which enhances their physical development. They are gaining independence in managing their personal needs. However, staff do not always give children consistent messages to help them learn to behave well.
- Staff interact well with younger children. They join them as they play in large trays filled with cereal and a variety of pots and utensils. Staff encourage children to explore the texture and make sounds.
- The organisation is not fully effective during transition times. School children wait for some time in the reception area before leaving for school. Occasionally, children spend too long queueing to wash their hands or seated at tables waiting for meals, and they become restless.
- Staff encourage children of all ages to make marks with pencils or crayons. Older children are beginning to identify and write letters and numbers. However, not all staff follow effective teaching strategies to support children to develop strong early writing skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff undertake relevant training that helps to extend their knowledge of how to protect children's welfare. Staff know about the signs that could indicate a child may be at risk of harm and how to report a concern. They are aware of the procedures to follow in the event of any allegations. All staff hold paediatric first-aid certificates. Managers ensure that the required staff-to-child ratios are maintained and that the premises are secure. Any identified risks in the environment are removed or minimised to help keep children safe.

What does the setting need to do to improve?

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

	Due date
provide staff with effective supervision that focuses on support, coaching and training to raise the quality of teaching to a consistently good level	30/07/2021

improve and monitor the implementation of the curriculum to ensure that staff identify, plan and deliver learning experiences focused on what children need to learn next.	30/07/2021
--	------------

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

- support staff to follow consistent behaviour strategies to help children to learn what is expected of them
- review the organisation of time between activities and routines to maximise the time for children to engage in fun, purposeful play.

Setting details

Unique reference number	EY229615
Local authority	Birmingham
Inspection number	10197916
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 4
Total number of places	72
Number of children on roll	72
Name of registered person	Phull, Jackie Davinder Kaur
Registered person unique reference number	RP907153
Telephone number	0121 444 0515
Date of previous inspection	16 November 2016

Information about this early years setting

Kings Heath Grange Day Nursery was registered in 2002. The nursery employs 16 members of childcare staff, most of whom are qualified at level 2 or level 3. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery also offers a before- and after-school club from 7.30am until 8.30am and from 3.30pm until 6pm, and holiday care in all school holidays from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- 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 parents during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and owner of the nursery. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021