

Inspection of Little Folks Nursery & Out of School Club

Westwards Close, Kingstanding, Birmingham B44 8LR

Inspection date: 9 September 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

As a result of the COVID-19 (coronavirus) pandemic, parents do not enter the nursery, but leave their children at the door. Staff greet children and parents warmly and children enter the nursery happy and eager to play. Despite weaknesses in the educational programme, children enjoy playing with a wide range of resources. They develop sound physical skills. Children develop their small muscle skills as they manipulate dough and thread blocks and cotton reels.

Children play well together and form friendships well. They thoroughly enjoy playing outdoors. Children negotiate with each other to make tents with parachutes and hold the parachute between them as they flap it up and down excitedly. Children develop hand-to-eye coordination as they throw and aim balls and bean bags. They are imaginative as they play with dolls and houses and imitate their own life experiences.

Overall, children behave appropriately and are polite. They learn to share and take turns. Children listen to songs and rhymes and use simple words to talk to adults and each other. However, leaders do not ensure that there is sufficient focus on developing children's communication and language skills.

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

- Leaders have a strong understanding of the curriculum intent within the nursery. They have considered what children attending the nursery need to learn next and recognise that some children require focused support to develop their communication and language skills. However, this intent is not clearly communicated to staff, who have not been supported well enough to deliver a coherent curriculum. As a result, the overall quality of the provision has declined since the previous inspection.
- The supervision, training and support in place for staff are not effective enough. Some activities lack thought and planning. Not all staff explain to children what they want them to do. For example, staff plan an activity for children to make pizzas. They place all the ingredients on the table but do not model or give any instructions to children. Although staff have an idea about what they want children to learn from the activity, they do not focus on this learning intention. Children develop some suitable skills. For example, they confidently cut up fruit toppings. Some staff engage children in conversation. Other staff ask too many questions in quick succession and do not give children time to answer. At times, this leads to children becoming quiet and unresponsive.
- Staff do not always follow a consistent approach to help children understand what is expected of them. Children are learning to do some things for themselves. For example, they hang their coats on their pegs when they return

from outdoor play. They make choices about what they want to play with. However, staff do not always provide enough support to help develop children's independence in preparation for school. For example, they do not encourage children to use appropriate cutlery to eat their lunch. Not all staff support children to follow the routines of the nursery, for example involving all children in tidying away resources at the end of a session.

- Leaders have adapted the way they communicate with parents as a result of the COVID-19 pandemic. For example, staff share information with parents at the door, or send information using an online system. However, information sharing is not consistent. Not all parents receive detailed information about their child's learning and development to establish a shared approach to care and learning.
- Staff do not provide enough support for children in receipt of additional funding, or those with special educational needs and/or disabilities. Leaders ensure that staff work in partnership with other agencies. Appropriate plans and targets are developed for children. However, staff do consistently follow agreed strategies to support children. This reduces the level of progress these children make in their learning and development.
- Staff implement effective health and hygiene practices. Children benefit from healthy snacks and know to wash their hands before eating or after using the toilet. Staff talk to children about what foods are good for them. Staff meet children's care needs well. For example, they offer children regular drinks and follow sound nappy changing and sleep routines.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role and responsibility to keep children safe from harm. They can identify the signs of abuse and neglect and know the procedures to follow if they have any concerns about a child's welfare. Since the previous inspection, the provider notified Ofsted of an incident relating to accidents and injuries. On occasion, it was found that staff did not notify parents about accidents or injuries to children in a timely manner. However, the provider has taken steps to help prevent a reoccurrence. Parents are informed about accidents or injuries on the same day. This helps to promote the welfare of children. Managers have robust recruitment processes in place to ensure the suitability of new employees. Staff complete daily risk assessments to ensure any hazards are identified and removed. This helps to 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
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ensure leaders support staff effectively to implement a coherent curriculum focused on what children need to learn next	25/10/2021
provide effective support and supervision to staff to raise the quality of teaching to a consistently good level, with particular regard to how staff develop children's language and communication skills	25/10/2021
ensure staff follow agreed strategies for helping children with special educational needs and/or disabilities make the progress of which they are capable.	25/10/2021

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

- develop a consistent approach to supporting children to develop independence and to learn what is expected of them
- consider ways to improve communication with parents to establish an effective two-way sharing of information.

Setting details

Unique reference number	EY428026
Local authority	Birmingham
Inspection number	10206426
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	2 to 3
Total number of places	40
Number of children on roll	5
Name of registered person	Mishi Nurseries Limited
Registered person unique reference number	RP904324
Telephone number	01213845790
Date of previous inspection	23 May 2018

Information about this early years setting

Little Folks Nursery & Out of School Club registered in 2011. The nursery is open Monday to Friday from 7.30am to 6pm, all year round. It employs three members of childcare staff. Of these, two hold appropriate qualifications at level 3 and one holds level 2. The nursery 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 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and took that into account in the evaluation of the setting.
- The inspector, owner and manager completed a learning walk across all areas of the nursery to understand how the curriculum is organised.
- The inspector spoke with staff, children 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.
- This inspection was carried out following the risk assessment process.

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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