

Inspection of Spotty Zebra Day Nursery

Spotty Zebra Day Nursery, Long Lane, Halesowen, Worcestershire B62 9JZ

Inspection date: 24 August 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

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

The management team has high expectations for all children. The team has devised an effective curriculum. However, this is not consistently implemented across the nursery. This means that not all children make the progress that they are capable of, particularly in the toddler room. This includes some of the most disadvantaged children. Children enjoy their time in the nursery. They form strong bonds with staff. Children are kind and considerate to each other. For example, when a child in the pre-school room says 'I'm sad to be leaving', other children give the child a hug and tell them not to be sad. Children behave well. Transitions throughout the nursery are smooth.

Children develop a can-do attitude. For example, older children use their developing small-muscle skills and different techniques as they cut their meat during lunch. Babies bounce, sway and babble to the nursery rhymes as they join in during music sessions. 'Tweenies' proudly put on their own coats. There are fewer opportunities for children in the toddler room to engage in activities that are carefully planned in order to extend their play and learning. Positive interactions in this room are limited and staff lack enthusiasm.

Children develop a secure understanding of how to maintain healthier lifestyles. For example, they enjoy regular opportunities to be physically active outdoors and they learn about the benefits of a healthy diet. However, weaknesses in the security of the premises mean that children are not satisfactorily protected.

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

- The nursery provision has been adapted due to the COVID-19 (coronavirus) pandemic. Leaders have taken appropriate steps to minimise the risk of the spread of infection. COVID-19 protocols, based on government guidelines, are in place. Staff know how to respond if a child is hurt or ill. They record any such incidents and inform parents. Children are supervised well. However, weaknesses in risk assessments and the security of the premises compromise children's and staff's safety.
- Parents say that they are happy with the nursery. They appreciate the nursery's online portal, which provides information about their child's day. Parents enjoy contributing towards their child's learning.
- The quality of teaching is variable within the nursery. Staff's planning in the toddler room does not target children's individual learning needs. Activities are not matched to what children need to learn next. Staff are unsure of children's next steps. Some staff who care for children between the ages of two and three years do not know when and how to complete the required progress checks. These are not carried out for all children in this age group, including those who

are most disadvantaged. Staff tend to supervise children rather than support children's learning. Outdoors, children play with cereal boxes; they open the boxes and find the contents inside. Staff tell the children they will make a mess and pack the cereals away. They do not follow the children's interest or extend children's learning. As a result, children in this room are not supported to achieve their full potential.

- Staff in the pre-school, tweenie and baby rooms have a clear understanding of the children's learning needs and the nursery curriculum. They support children to develop the necessary knowledge and skills across all areas of learning in readiness for their next stage of learning.
- In the pre-school, children are motivated and engaged. They have many opportunities to develop their mathematical skills. For example, staff teach children to use mathematical thinking through well-planned activities, during which children learn to count, add and subtract. Children express their creativity and imagination through a variety of arts and crafts materials and role play. Tweenies learn to recognise shapes and colours as staff seize every opportunity to extend learning. Staff working with babies have a good understanding of child development. They organise the furniture and toys in the room to assist children with their developing mobility.
- Self-evaluation of the nursery is not effective. Leaders have not identified weaknesses in practice in the toddler room. Leaders do not currently monitor staff practice closely enough. The lack of appropriate supervision arrangements means that the quality of some observations, assessments and teaching requires improvement. However, the manager carefully considers how to use additional funding to improve outcomes for disadvantaged children.
- Leaders do not sufficiently support staff's health and well-being. They do not ensure that staff workloads are managed effectively. Staff do not receive enough training and guidance from leaders to adequately fulfil their roles. There is a high staff turnover.

Safeguarding

The arrangements for safeguarding are not effective.

The risk assessment process is ineffective. The premises are not secure enough to prevent unauthorised persons entering. On the day of the inspection, the inspector was able to access the premises to where children were present, without any checks. This compromises children's safety. There is currently a fault on the entry system that results in the front door unlocking without staff's knowledge, and this is being addressed by the provider. To get resources, staff have to access a cellar. Steps are steep and there is no handrail. Staff have a secure knowledge of the possible signs of abuse and neglect and are fully conversant with fire evacuation procedures for the nursery.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and

Childcare Register the provider must:

	Due date
ensure that the risk assessment process is effective in identifying and removing all potential hazards to children and staff, particularly in relation to access to the cellar and the security of the premises	10/09/2021
support staff to ensure the individual learning needs, interests and stage of development of every child is used to plan suitably challenging and enjoyable experiences for each child in all of the areas of learning and development to ensure they always make consistently good progress	24/09/2021
support staff to ensure the required progress check for children between the age of two and three years is carried out for all children and provide parents with a short written summary of their child's development	24/09/2021
provide support to enable all staff to fulfil their roles effectively, and to develop a culture of teamwork and commitment to continuous improvement	24/09/2021
ensure staff supervision, staff training opportunities and the monitoring of practice are more closely focused on improving the quality of teaching and experiences for all children.	24/09/2021

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

- review observation and assessment processes in the toddler room to ensure consistent accuracy in order to help children move on to the next steps in their learning.

Setting details

Unique reference number	2522855
Local authority	Dudley
Inspection number	10204366
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	112
Name of registered person	Spotty Zebra Day Nursery Ltd
Registered person unique reference number	2522854
Telephone number	07828814502
Date of previous inspection	Not applicable

Information about this early years setting

Spotty Zebra Day Nursery registered in 2019. It is located in Halesowen. The nursery employs 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications ranging from level 2 to level 6, including one who holds early years practitioner status. The nursery opens from Monday to Friday all year round, except for during the Christmas period. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 (coronavirus) 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 deputy manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery. They carried out a joint evaluation of an activity together.
- The deputy manager and inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with two deputy managers and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates and evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She spoke to children about their experiences 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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