

# Inspection of Alphabet @ Holly Hill

Frankly Plus Childrens Centre, New Street, Rubery, Rednal, Birmingham B45 0EU

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Inspection date: 24 November 2021

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Parents do not enter the nursery in line with the setting's COVID-19 practice. Children leave their parents at the door and enter the nursery with ease. Children spend the day playing with the activities and resources set up by staff. However, most learning is incidental because the educational programme is too weak. Staff do not have high expectations for children. There is little differentiation in activities provided for two-year-old children and those children approaching four years. Some children spend too much time amusing themselves. They wander around the nursery with few purposeful interactions from staff.

Children lack confidence because support for their emotional development is weak. When staff do interact with children, at times, they lack warmth. They manoeuvre children around the nursery by holding their hands, or arms, or placing their hands on children to show them where they want them to go. Staff do not spend enough time talking to children or explaining what is happening. As a result, children do not benefit from rich language opportunities and do not learn what is expected of them. Some staff do not consider that the volume of their voice can be unsettling for some children.

Children benefit from resources which promote their physical development. They enjoy playing outside where they run freely and play on wheeled toys. Children manipulate dough with their hands and use tools and cutters to make shapes.

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

- Leaders do not ensure that staff receive the support they need to develop their skills and knowledge and to support their overall well-being. Managers do not have the time they need to monitor staff practice and children's learning effectively. As a result, staff morale is low and the quality of teaching is weak. This has a negative impact on the quality of care and education staff provide for children.
- Leaders do not ensure that staff know how to implement a clear and sequenced educational programme to help children build on prior learning. Staff do not have a good enough understanding about what children know and can do. This means they do not plan effectively for what children need to learn next.
- The key-person system is not effective. Children do not benefit from positive relationships with their care givers to help them to thrive. When key persons for some children are absent, the other staff present have very little information about these children. This means staff struggle to meet children's individual needs.
- Children's self-esteem and confidence is not promoted effectively. They are not given the support they need to develop independence. Too little support and

encouragement is given to help children make progress in self-care tasks, including toilet training.

- Staff do not implement sound hygienic practice. They do not teach children how to wash their hands properly. Staff turn the cold tap on for children and put a dab of soap on one hand. Children use cold water because staff say the hot water gets 'too hot'. Children then let the water wash the soap off and merely hold their hands under the cold tap. During snack time, children take fruit from a shared platter and some fruit that children have touched is returned for other children to take. Children are not given plates and eat the fruit off the table. This puts children at risk of cross infection, including COVID-19.
- Staff do not manage children's behaviour well. They do not follow consistent strategies to help children learn how to behave well. Some staff say, 'No thank you' or move children away from the situation, without explaining why such behaviour is not acceptable. When staff announce it is time to tidy up, very few children engage because staff are not strong role models and do not support children to learn what is expected of them.
- Not enough support is given to children who have additional needs or those in receipt of additional funding. Leaders do not ensure that specific plans and support are in place to target their particular needs. Staff do not work closely with other professionals involved in children's care. As a result, children do not make the progress of which they are capable.
- Parent partnerships are not strong enough. Staff share some basic information with parents when they collect their children. However, not enough developmental and learning information is shared. Staff do not provide enough information for parents to build on children's learning at home. Children do not benefit from strong continuity in care and learning.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Leaders do not implement effective recruitment procedures. They fail to check the suitability of apprentices working in the nursery, as they incorrectly assume that training providers carry out the appropriate checks. Information about the identity and vetting processes are not recorded for all staff. Risk assessment is poor. Some risks have been identified in the outdoor area and leaders explain that children are prevented from accessing these areas. However, staff do not implement these safety measures. Children play in an area where trees have been recently pruned and have many sharp branches. They sometimes access areas out of sight of staff and near gates they can open to access school grounds. Despite these significant failures, leaders and staff have a sound understanding of how to report concerns about a child's safety or allegations against adults.

## **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:**

	<b>Due date</b>
implement safe recruitment practice and record information about the identity and vetting processes that have been completed for each member of staff	07/01/2022
improve risk assessment and support staff to follow agreed procedures to keep children safe	07/01/2022
ensure staff follow consistent and respectful strategies to manage children's behaviour and support children to learn what is expected of them	07/01/2022
implement appropriate practice to promote the good health of children, with particular regard to handwashing and practice at mealtimes	07/01/2022
provide effective support and supervision for all staff, including managers, to ensure they have the time and skills to undertake their roles and to effectively support their well-being	07/01/2022
support staff to effectively plan for children with additional needs, including working with other professionals involved in children's care	07/01/2022
ensure the key-person system is effective to promote confidence and to meet children's individual needs	07/01/2022
support children to be strong and independent through positive relationships with their care giver	07/01/2022
establish a good two-way flow of information sharing with parents about children's care and development to support learning at home	07/01/2022

ensure leaders support staff effectively to devise and implement a coherent curriculum focused on what children need to learn next.	07/01/2022
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## Setting details

<b>Unique reference number</b>	EY339956
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10214552
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	54
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Longbridge Childcare Strategy Group
<b>Registered person unique reference number</b>	RP520595
<b>Telephone number</b>	0121 675 8355
<b>Date of previous inspection</b>	26 September 2017

## Information about this early years setting

Alphabet @ Holly Hill registered in 2006. It is one of three childcare settings operated by the Longbridge Childcare Strategy Group. The provider employs six members of childcare staff, two of whom hold appropriate early years qualifications at level 3. The manager and the deputy manager hold level 6 qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5pm. 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 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 observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and manager completed a learning walk across the nursery to understand how the curriculum is organised.
- The inspector spoke with staff, parents and children during the inspection.
- The inspector held a meeting with the nominated individual for the owners and the manager of 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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