

# Inspection of Little Nippers Day Nursery

446-450 Kingstanding Road, Birmingham B44 9SA

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Inspection date: 3 December 2021

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Requires improvement

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

### **The provision is inadequate**

The quality of teaching is inconsistent and children do not make good progress across the nursery. Children in the toddler room do not show enough interest in what is provided because staff do not always make activities appealing enough. The learning intention of activities is not always clear. This leads to staff asking too many questions rather than modelling a rich range of age-appropriate language. In contrast, when activities are well planned children show high levels of engagement and enjoyment. For example, children in the pre-school room thoroughly enjoy tapping along to the drum as they consider the number of syllables in familiar words.

There are inconsistencies in the quality of support children receive. For example, some children's assigned key persons do not have a secure enough knowledge of their needs and capabilities. As a result, staff interventions are inconsistent and result in children, including those with special educational needs and/or disabilities (SEND), not making the best possible progress. Children are cared for in a safe environment. Babies enjoy being held close to staff and delight in singing sessions. Older children thoroughly enjoy being outdoors as they use the physical play equipment. However, the most-able babies who are ready to crawl, walk and climb are not given enough space indoors to practise these skills.

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

- The nursery has received a requires improvement judgement at their two previous inspections. Insufficient progress has been made since the last inspection. The leadership and management team do not use robust systems to tackle identified staff underperformance. For example, they acknowledge that some staff lack a drive for improvement. The quality of teaching and learning experiences children receive remain inconsistent across the nursery and are not good enough. Consequently, leadership and management are inadequate.
- The leaders have a clear intent for what they want children to learn in readiness for school. However, the implementation of the curriculum by staff is not consistent. The planning system has recently been changed to help reduce the quantity of paperwork. As a result, some staff are unclear about what they want children to learn from the activities provided. This leads to inconsistencies in teaching.
- Staff regularly observe and assess children. They know what children enjoy and plan some activities based on their interests. However, not all staff incorporate children's next steps for learning into activities to help children make good progress.
- Staff work effectively with parents during the induction period and gather useful information about children's care needs, interests and development to help

children settle. However, when children transition to another room within the nursery there are inconsistencies. For example, some staff do not take the time to read children's information to ensure they are knowledgeable about their development. This means that some children, including those with SEND, are not swiftly supported to help close gaps in their learning as quickly as possible.

- Children have daily opportunities to increase their physical skills outdoors and children aged over two years take part in music and movement sessions indoors. However, staff caring for babies do not plan enough opportunities during the day for babies to crawl, walk, climb and be physical.
- Staff place a strong focus on helping children to consider the feelings of others. During circle time, they encourage children to talk about their emotions and how they are feeling. Children behave well and staff support them to think about the consequences of their actions. Children learn about their own families but have few opportunities to learn about the local diverse community.
- Staff make the time to talk daily to parents about their children and pass on any key messages about their care. Parents report that their children enjoy attending the nursery and they have seen an improvement in their children's development. Staff regularly upload observations, photos and progress reports onto the electronic tool to share information with parents. Parents report that they value this system, as it keeps them up to date about their children's day and achievements.
- Children learn to be independent as they wash their hands in preparation for their meals. They enjoy the nutritious meals, which are freshly prepared on site. Staff are aware of children's food allergies and work with parents to help meet special dietary requirements and preferences. Pre-school children show a clear understanding of which foods are nutritious, as they divide them into healthy and unhealthy foods during an activity.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff benefit from training, so that they have a secure understanding of safeguarding issues. The leaders and manager regularly question staff to check their knowledge of child protection and health and safety issues are up to date. There are robust systems in place to carry out the required vetting checks to ensure staff are suitable when they first start. The management team work closely with other key agencies, who are involved with the children. They share information to help keep children safe and promote their welfare. Thorough risk assessments and daily checks ensure the premises are safe and kept hygienically clean.

## What does the setting need to do to improve?

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

	<b>Due date</b>
put robust systems in place to tackle staff underperformance to ensure that staff are suitable to fulfil the requirements of their roles and to help secure improvement; with particular regard to improving the quality of teaching across the nursery	10/12/2021
ensure all staff consistently use the assessment information as an integral part of the learning and development process, to help them plan suitably challenging activities that link to children's learning and next steps so that all children make good progress	17/12/2021
monitor robustly the educational programmes and planning systems to ensure the intent of the curriculum is implemented successfully by all staff across the seven areas of learning	17/12/2021
ensure all staff are familiar with the development needs of their assigned key children, including those with special educational needs and/or disabilities, so that they can offer the best possible support to help close any gaps in their learning	17/12/2021
ensure the environment for babies includes daily opportunities for them to crawl, walk and climb to help promote their physical development	17/12/2021
provide increased opportunities for children to learn about their culturally diverse community.	31/12/2021

## Setting details

<b>Unique reference number</b>	EY536190
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10124366
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Wheeler, Rosie-Mai Estella
<b>Registered person unique reference number</b>	RP536189
<b>Telephone number</b>	0121 3730255
<b>Date of previous inspection</b>	4 September 2019

## Information about this early years setting

Little Nippers Day Nursery registered in 2016. The nursery opens five days a week from 7.30am to 6.30pm all year round, except for bank holidays and one week at Christmas. The nursery employs nine members of childcare staff. Of these, one holds an early years qualification at level 5, six hold a qualification at level 3 and two are unqualified. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Parm Sansoyer

## Inspection activities

- This is the first inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the setting.
- The inspector, manager and deputy completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out three joint observations with the manager.
- The inspector held a meeting with the manager, deputy and director. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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