

Inspection of The Enchanted Rose Garden Nursery And Pre-School

60-64 Northfield Road, Kings Norton, Birmingham B30 1JH

Inspection date: 21 January 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

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

Children are not safeguarded because managers have failed to fully ensure the suitability of all staff working with children. Child protection procedures are not effective because leaders and managers do not manage information of a safeguarding nature in a timely and appropriate manner to keep children safe.

That said, staff are welcoming and help children to arrive happily at the nursery. Children are eager to join in with the wide range of learning opportunities that staff provide that ignite their interests. Younger children develop their problem-solving and critical thinking skills as they test fitting objects through, and into, different sized holes and containers. Two- and three-year-old children learn about different two-dimensional shapes. Staff extend children's knowledge to introduce new shapes, such as a crescent. Children practise their early writing skills by using different tools, including chalk pens and sponges. Older children develop their physical skills as they explore the outdoor environment. They use scissors to cut around shapes and learn to balance and jump off obstacles at different heights using two feet.

Staff have high expectations for the oldest children. Children help to change their own shoes and wellies when moving between the garden and playroom. At lunch time, they are provided with cutlery and practise cutting their own food. However, there is scope to raise the expectations of two- and three-year old children at times. For example, staff continue to provide them with food that is cut up for them, which doesn't help them to extend their skills fully in preparation for the next stage in their learning.

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

- Managers do not consistently use self-evaluation effectively to ensure that they continue to meet the requirements of the 'Statutory framework for the early years foundation stage'. This is with particular regard to the safeguarding and welfare requirements. As a result of recent Ofsted intervention, the provider has swiftly rectified an issue with the way that she is registered with Ofsted. Her action has ensured that she is now correctly registered with Ofsted.
- Managers have not implemented effective systems to ensure that all staff are suitable to work with children. They have not ensured that information about staff's enhanced Disclosure and Barring Service checks are up to date at the time of starting employment. This means that children are not safeguarded.
- Managers lack knowledge and understanding of child protection procedures. They have failed to implement an effective policy and procedure to share information of a safeguarding nature with other agencies in a timely manner. Consequently, children are not safeguarded.

- Managers have designed an ambitious curriculum for all children. Staff share their vision for what they want children to learn. Children are provided with an array of activities and experiences to help them make progress across all areas of learning.
- Staff get to know children well. They use their regular observations and assessments of children to find out about their interests and to identify what they want them to learn next. Staff use this information to plan interesting and challenging activities for children. As a result, all children, including those with special educational needs and/or disabilities or who speak English as an additional language, are supported to make good progress in their learning.
- Staff develop warm, kind and respectful relationships with children. Children show high levels of respect for staff and each other. They know how to share and take turns and understand rules and boundaries in place. This helps them learn to regulate their behaviour.
- Children's language skills are well supported. Staff show that they are interested in children as they continuously engage in conversations with them. They consistently model clear and fluent language to help children build a breadth of vocabulary. Children enjoy reading books from a young age. Babies know how to hold books correctly and they gently turn the pages. They excitedly babble as they point at the illustrations.
- Staff help children to learn how to keep themselves safe. For example, older children show that they know how to hold scissors correctly as staff remind them to hold the blades together. Staff kindly approach babies and ask them if they would like to go to have their nappy changed.
- Although managers monitor teaching and provide staff with feedback to improve their personal effectiveness, they have overlooked the importance of providing regular opportunities for staff to discuss issues they may have. This includes opportunities to discuss any concerns they may have about children's well-being. As a result, children may not be safeguarded.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers have failed to ensure that they obtain up-to-date information about staff's enhanced Disclosure and Barring Service checks before they begin working with children. Child protection procedures are not effective. Leaders and managers have failed to recognise and respond appropriately to an allegation against staff and child protection concerns. That said, staff working with children demonstrate they have an up-to-date knowledge of safeguarding issues. They know how to identify and respond to signs of abuse or neglect. Staff follow an appropriate mobile phone procedure. Managers organise staffing effectively to ensure that children are supervised at all times.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement

action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
obtain an up-to-date enhanced Disclosure and Barring Service check for all persons working directly with children	11/02/2022
implement an effective safeguarding policy and procedures to respond to safeguarding concerns about a child or in the event of an allegation being made against staff	11/02/2022
ensure that the lead practitioner for safeguarding has a secure knowledge and understanding of child protection procedures in order to respond to safeguarding concerns about a child or in the event of an allegation being made against staff in a timely way	11/02/2022
ensure that all staff receive regular supervision that provides opportunities to discuss any issues, with particular regard to sharing any child protection concerns.	11/02/2022

Setting details

Unique reference number	2536382
Local authority	Birmingham
Inspection number	10220578
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	84
Name of registered person	Rennie, Samantha
Registered person unique reference number	2536381
Telephone number	01217378414
Date of previous inspection	Not applicable

Information about this early years setting

The Enchanted Rose Garden Nursery And Pre-School registered in 2019. The nursery is located in the Kings Norton area of Birmingham. The nursery opens Monday to Friday, 7.30am to 6pm, all year round. There are 14 members of childcare staff employed. Of these, two hold qualified teacher status, two hold relevant qualifications at level 6 and five hold relevant qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- This was the first routine inspection the provider received since the COVID- 19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The management team and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The management team and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- Parents and children spoke to the inspector and gave their views of the setting.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The inspector held a meeting with the management team, and looked at relevant documentation and evidence of staff suitability.

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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