

Inspection of Marigold Day Nursery

27 Rotton Park Road, Edgbaston, Birmingham, West Midlands B16 9JH

Inspection date:

8 February 2022

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children's experiences at this nursery vary because the quality of teaching is inconsistent. Children's interests are the primary influencer when planning the curriculum. However, their interests are not used to build on what they need to learn next. Despite the weaknesses in the quality of education, children are happy, and they settle well within a safe and secure environment. Children are confident to extend their own ideas during play to develop a more in-depth understanding of concepts. For example, toddlers gather farm animals to visually assist their understanding of the song 'Old McDonald had a farm'.

At times, babies receive low levels of interaction from their key people. Staff sit parallel to babies, reducing those face-to-face interactions that babies need to develop early communication skills. Babies' opportunities to learn are impacted by staff who do not fully understand their role in teaching babies and extending learning.

Pre-school children do not consistently make the best possible progress. Staff do not use assessments effectively to build on what children can already do and to extend their learning. For example, staff say they are waiting until April to focus on areas of learning that will ensure that children are 'school ready', even though some children demonstrate that they are already capable of completing the task. Children's diverse needs are not consistently being met.

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

- Children are not always taught about acceptable behaviours. For example, staff do not support older children to develop good table manners. Key people do not explain to children why they must not climb on staff when they crouch down at the table. Children are not always taught why behaviours are needed to promote the safety of others. Methods for behaviour management are inconsistent across the team. For example, children are told they can draw on toys because it will wash off. However, later they are told by another member of staff not to draw on toys. Consequently, children are confused in their learning.
- Children's needs are not being fully met because the organisation of the routine is not evaluated well enough. For example, during teatime, one baby sits at a table in a corner with their back to the room. This prevents them from interacting with their peers, who are grouped together in highchairs. Children are told 'no' when they select a toy that will aid their play because the toy is from another room. Managers do not effectively measure the impact that the routine has on children's experiences.
- The manager has a good overview of what she thinks children need to learn. However, she does not monitor staff practice effectively. In addition, she is

unable to recognise weaknesses in their practice. Staff are not confident to plan for children's next steps and do not fully understand their role in extending children's learning.

- Staff work in partnership with parents to learn about children's starting points and interests. Staff support children's personal development during the settling-in period because key people mimic home comforts and routines. As a result, children settle well. However, older children are not always supported within the pre-existing routine. For example, when children request to explore another area of the nursery to extend their learning, they are told 'no'. When staff notice a child is wearing wet trousers after playing in the garden, they do not change the child's clothes and the child goes to sleep wet.
- Leaders and staff utilise training experiences to develop healthy menus for children to enjoy. Leaders implement a dummy policy to promote children's communication and language, and oral health. Leaders work well with parents to ensure that parents understand healthy procedures. They send recipes home with children to encourage healthy eating at home. However, during lunchtime, children are not always taught about the importance of eating healthily.
- Leaders emphasise the importance of language assessments to develop children's understanding and language. They use 'chatterboxes' as language prompts for children to practise communication at home and at nursery. Leaders demonstrate how assessments specifically support those children who speak English as an additional language. Leaders identify the benefits of assessing children's speech in their own language to ensure progress is made.
- Parents are happy with the nursery. Key people develop good relationships with children and their families. Bilingual staff bridge the communication gap between key people, children and parents. They ensure all parents receive daily feedback in their home language about their child's day. Parents receive regular updates about their child's progress to enable them to continue children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have regular opportunities to update safeguarding knowledge, including knowledge of the 'Prevent' duty and female genital mutilation. Leaders and staff understand the roles of relevant agencies and the correct procedures to follow should they have concerns about a child's welfare or an allegation is made against a member of staff. They work with other professionals to keep children safe. Staff reflect on the nursery's safeguarding policy to increase confidence of procedures when making decisions. Leaders have procedures in place to ensure that staff are suitable to work with children. They use induction and ongoing staff meetings to help staff understand their roles and responsibilities.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
monitor staff practice more effectively to ensure any weaknesses in teaching are swiftly identified	07/04/2022
strengthen staff's understanding of how to provide children with experiences that will fully support their learning and help them make the best possible progress.	07/03/2022

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

- review the methods for dealing with behaviour so that they are always consistent, and children are not confused
- review the organisation of the premises to ensure that children are able to make choices about where and with what they want to play, and are fully involved in the routines of the day.

Setting details

Unique reference number	227217
Local authority	Birmingham
Inspection number	10069965
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	1 to 4
Total number of places	24
Number of children on roll	14
Name of registered person	Higgs, Margaret
Registered person unique reference number	RP513259
Telephone number	0121 455 8835
Date of previous inspection	9 April 2015

Information about this early years setting

Marigold Day Nursery registered in 1990. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 6 or level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

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 provider and has taken that into account in their evaluation.
- A joint observation was carried out by the inspector and the manager.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of staff, safeguarding and the complaints log.
- The views of parents were considered by the inspector through verbal discussions and emails.

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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