

# Inspection of Rosslyn School Nursery

1595-1597 Stratford Road, Hall Green, Birmingham, Worcestershire B28 9JB

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Inspection date: 9 February 2022

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

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 leaders and managers have not responded appropriately to information of a safeguarding nature. They have also failed to ensure that there is always someone available when children are present who holds a current paediatric first-aid certificate. This puts children's safety at risk. Despite this, children arrive happily, and most settle quickly into the nursery. Staff are caring towards children and offer comfort to those who get upset at times because they are new.

Younger children use their imagination as they choose to engage in role play with the materials provided. They dress up as doctors and use words such as 'injection' as they pretend to administer medicine to dolls. However, children do not benefit fully from the available educational experiences. This is because managers do not ensure that staff use the required two-year progress check well enough to identify gaps in younger children's learning. This means that children may not receive the additional support they need at the earliest opportunity.

Staff successfully help older children to develop a depth of knowledge. For example, they have recently been learning about different continents. Staff provide children with an experiment to explore ice. Older children are enthusiastic to take part. They develop their small muscles as they explore how to melt ice by using syringes and pipettes to release warm water on to it. Older children remember the name of new equipment they use, and recall using syringes later in the day.

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

- Leaders and managers do not use self-evaluation effectively. They have failed to ensure that they continue to meet the requirements of the 'Statutory framework for the early years foundation stage'. As a result, children are not safeguarded.
- Leaders and managers lack knowledge and understanding of safeguarding procedures. The designated lead practitioner has failed to implement an effective policy and procedure to identify and respond to concerns of a safeguarding nature. This includes ensuring that when concerns arise, referrals are made to other agencies in a timely manner. This means that children are not fully protected from harm.
- Leaders and managers do not fully understand their roles and responsibilities, with particular regard to safeguarding children. The arrangements for the support and supervision of managers and staff are not effective. They are not currently utilised well to provide managers and staff with the knowledge and skills they need to fulfil all of their roles. This does not help to ensure all children benefit from high-quality education or, ultimately, keep children safe.
- Leaders and managers have failed to ensure that there is at least one person

who has a current paediatric first-aid certificate available at all times when children are present. This impacts on children's safety.

- Staff do not ensure that they complete the required progress check at age two for all children. This means that gaps in children's learning may not be identified at the earliest opportunity. As a result, children may not receive the support they need to help them reach their potential.
- Leaders and managers have designed a well-sequenced curriculum which aims to build children's knowledge and skills over time. Staff use their knowledge of children to identify what they want them to learn next. They plan experiences for children to help them make some progress in their learning. Staff working with older children implement this particularly successfully by providing interesting activities that children enjoy. As a result, older children remember what they have learned. For example, they know that there is ice in Antarctica.
- Parents speak positively about the nursery. They welcome the information they receive via an online app and praise the knowledge their children gain during their time at nursery. For example, parents talk about their child learning songs in French and repeating these at home. This helps to promote some continuity in children's care and learning.
- Children demonstrate that they are willing to develop highly positive attitudes towards learning and they generally behave well. They follow instructions and demonstrate an understanding of staff's expectations. Children play cooperatively with each other and form respectful relationships with their peers and staff. This promotes their personal, social and emotional development.
- Children are encouraged to learn how to live a healthy lifestyle. They are supported to wipe their own noses independently from a young age. Children are encouraged to regularly wash their own hands. They benefit from regular fresh air and exercise in the outdoor environment. Older children recall that blood pumps around their bodies faster when they exercise. This shows that they develop an understanding of the impact of good health on their bodies.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers have failed to implement an effective safeguarding policy and procedure to ensure that concerns of a safeguarding nature are reported to other agencies in a timely way. They do not recognise the risks associated with investigating safeguarding concerns themselves. This puts children at an increased risk of harm. That said, staff undertake regular training to keep their knowledge of safeguarding issues up to date. They can identify signs that could indicate possible abuse. Risk assessment is used to ensure that the premises are safe and suitable for children. There are appropriate recruitment procedures in place to check the suitability of staff working with children. However, although there are enough staff on the premises, managers do not ensure that there is always somebody available who holds a current paediatric first-aid certificate when children are present.

## 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:**

	<b>Due date</b>
implement an effective safeguarding policy and procedures in order to respond to safeguarding concerns about a child in a timely way	25/02/2022
ensure that the lead practitioner for safeguarding has a secure knowledge and understanding of child protection procedures in order to identify, understand and respond appropriately to signs of possible abuse and neglect	25/02/2022
provide all staff with effective supervision that helps them to fully understand their roles and responsibilities, and provides support and coaching to improve their personal effectiveness, with particular regard to safeguarding children	25/02/2022
ensure that there is at least one person who holds a current paediatric first-aid certificate on the premises and available at all times when children are present, in order to respond to emergencies quickly.	25/02/2022

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

	<b>Due date</b>
complete the progress check for all children at age two to ensure that all parents are provided with a short, written summary of their child's development in the prime areas of learning.	11/03/2022

## Setting details

<b>Unique reference number</b>	2541824
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10221699
<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>	1 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Apple Kids Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP905135
<b>Telephone number</b>	01217442743
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rosslyn School Nursery registered in 2019. It is located on the site of Rosslyn School and Day Nursery in Hall Green, Birmingham. The nursery operates Monday to Friday from 7.30am until 5pm, all year round. There are seven members of childcare staff employed. Of these, one holds qualified teacher status, one holds a qualification at level 5, three hold qualifications at level 3 and two hold qualifications at level 2. 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.
- This inspection was carried out as result of a risk assessment, following information received about the provider.
- The manager and the inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager and the 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 to assess the impact of this on children's learning.
- The inspector held a meeting with the manager 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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