

# Inspection of Rubery Day Nursery

1 Round Saw Croft, Rubery, Rednal, BIRMINGHAM B45 9TT

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Inspection date:

4 April 2022

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## **Overall effectiveness**

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## **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**

The quality of the experiences children receive at this nursery are variable. Babies and younger children are eager to take part in activities that are interesting and entice them to learn. Pre-school children are less enthusiastic because staff do not make the most of the available resources and, at times, activities are sparse and there is little for children to choose from. This results in them wandering aimlessly or running around with no specific purpose. Furthermore, children's good health is not consistently promoted.

That said, all children forge positive relationships with staff and their peers. Older children develop their imagination as they pretend to play hairdressers and put bands in their friend's hair. Younger children play alongside each other and learn to share and take turns. Children who are less confident, or who have separation issues, are supported by staff, who are kind and attentive to their individual needs.

Since the COVID-19 pandemic, the nursery has changed the way that parents drop off and collect their children. Parents of toddler and pre-school children do not enter the nursery building and handovers are conducted in the playground or at the main door. Parents of babies are now coming into the building to enable them to forge relationships with their child's key person and help children to settle more quickly.

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

- The provider is well qualified and experienced. He is supportive of his staff and empowers them to continue with their own professional development and to progress through the company. However, there have recently been major changes to the management team. A new manager is currently being recruited and the deputy is new to her position. As a result, the quality of staff practice has not been monitored well enough and there are weaknesses in some areas. In addition, although supervision meetings are held with staff, these are often infrequent. That said, staff attend some training to help them continue to develop their knowledge.
- The deputy manager does have an understanding of the curriculum and what children should be learning at each stage of their development. However, this is not put into practice in the pre-school room. Staff do not interact positively with the children and are unable to recognise when activities do not meet their intended learning objective. They do not fully understand how to provide children with stimulating activities that support their learning. Furthermore, they do not extend activities to ensure all children make good progress from their starting points.

- Babies and younger children receive very different experiences. Staff know the children well and plan activities that will encourage them to become inquisitive and want to learn. Babies explore an activity board with locks, knobs, chains and doors to develop their curiosity. They fill scoops and sprinkle rice. Staff interact positively with the children and encourage them to listen to how the rice sounds. Toddlers have lots of fun as they play with play dough. They drop their hands from a height and shout 'splat' as their hands bang the dough. Staff extend the activity, as they introduce cake cases and encourage children to develop their imagination as they pretend to make cakes.
- Although staff to child ratios are met throughout the nursery, the deployment of staff is not always effective, especially in the pre-school room. This results in older children not receiving the level of interaction they need to support them in their play.
- All children enjoy the time they spend outdoors. Older children play hide and seek with their friends. They count to 10 before shouting 'ready or not here I come'. They ride bikes and balance with dexterity. Toddlers develop their imagination as they play in the outdoor role-play area. They pretend to make and sell ice creams and say they are 'yummy'. They look at books, listen to stories and talk about the pictures they see.
- Children's good health and hygiene are not always promoted throughout the nursery. At snack times, children are not provided with plates and eat fruit directly off the table. They are not consistently encouraged to wash their hands before eating. Toddlers do not wear coats to go outside, even though the weather is cold and rainy.
- Staff share information with parents daily and inform them of what their child has been doing. Parents are, generally, happy with the care their children receive. They say that staff are supportive, and they feel comfortable to voice any concerns.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have attended safeguarding training. They are aware of the signs that may indicate that a child is being abused or neglected, including the 'Prevent' duty. Safeguarding boards, with information for staff, are displayed around the nursery to ensure staff always have up-to-date contact details, should they need to make a referral. Staff know the procedures to follow, should they have a concern about a member of staff. Recruitment procedures are robust and the provider carries out checks to ensure that all staff are safe and suitable to work with children.

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

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

	Due date
raise the quality of teaching in the pre-school room and provide children with activities that will motivate them to engage and learn	20/05/2022
deploy staff more effectively to ensure that children always receive the support that they need	29/04/2022
carry out regular supervision meetings with staff to provide support and coaching and to enable them to carry out their roles more effectively.	29/04/2022

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

- embed systems to monitor staff practice, so that the quality of the provision is consistently good
- promote children's good health and hygiene through regular handwashing, providing appropriate utensils, such as plates at snack times, and encouraging children to wear coats outside when the weather is cold.

## Setting details

<b>Unique reference number</b>	EY460144
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10233129
<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 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Rubery Day Nursery Ltd
<b>Registered person unique reference number</b>	RP532421
<b>Telephone number</b>	0121 453 3368
<b>Date of previous inspection</b>	17 August 2018

## Information about this early years setting

Rubery Day Nursery registered in 2013 and is situated in Rubery, Birmingham. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery employs 12 members of childcare staff. Of these, two hold qualified teacher status, seven are qualified to level 3 and one is qualified to level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Johnson

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- A meeting was held between the inspector, the provider and the deputy manager.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector carried out a joint observation and a learning walk with the deputy manager. They observed staff's teaching practice during activities.

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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