

# Inspection of Gbnfc At Chinnbrook Centre

213 Trittiford Road, Birmingham B13 0ET

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Inspection date: 4 April 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is inadequate**

Leaders and staff do not prioritise the welfare of children at this setting. They fail to keep children safe. Leaders do not implement sound risk assessment and child protection procedures to help protect children from harm. Despite this, children appear generally happy and settled. They take part in activities to promote their curiosity and exploration skills. Children play with sensory and messy resources, such as sand, water and mud.

Children develop sound physical skills. They are learning to use small tools, such as scissors. Music is used to engage children in manipulating dough. Children dance and move their bodies to the music. They raise their hands high and low, all the time rolling the dough between their hands and fingers. This helps to develop their small-muscle skills. Children have many opportunities to play outside. They benefit from plenty of fresh air and exercise. In the outdoor area, children run freely. They construct a track made with large tyres and carefully balance and move their bodies along the track.

Children demonstrate some aspects of appropriate behaviour. They play well alongside their friends and learn to share and take turns. However, children in both age groups frequently run around the room, despite there being a 'walking feet' rule at the setting. Staff do not have high enough expectations for children and do not consistently teach them how to behave appropriately to keep themselves safe.

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

- Leaders and staff do not implement robust procedures when allegations are made against adults working with children. They fail to report them to the relevant agencies in a timely manner. Records relating to safeguarding concerns do not contain sufficient detail and are poorly completed. This further compromises the safety and well-being of children.
- Leaders support staff through supervision sessions and regular meetings. Staff attend training to develop their knowledge. They report that they receive appropriate support from leaders to promote their well-being. However, leaders do not ensure that training is effective. Not all staff have a thorough understanding of safeguarding policy and practice to help them to keep children safe.
- Parent partnerships are not strong enough. Staff share some information with parents. They speak to parents at drop off and collection time and hold parents' evenings. Staff invite parents into the setting. For example, they take part in Easter based craft activities with their children. However, leaders do not always share accurate safeguarding information with parents. This compromises the welfare of children.

- Risk assessment procedures are not effective. Managers check all areas before children arrive. However, they fail to identify the risk posed from trailing electrical wires. This puts children at risk of harm.
- Leaders devise an appropriate curriculum to build on children's prior skills and knowledge. Leaders identify that a key focus for many children is developing communication and language skills. Despite this, during some small group activities, staff focus their teaching and interactions on more dominant and communicative children and overlook quieter or less confident children. This means that some children do not receive the highest levels of support to develop their ongoing vocabulary.
- Staff do not provide children with consistent support to help them to understand and follow the rules and boundaries in place. When children run around the room, run to wash their hands or line up for lunch, staff ignore it. Staff tell children to put aprons on for water play and then say they can choose whether to wear them or not. Children do not learn what is expected of them. This does not prepare them for their next stage of learning, including the move to school.
- Staff know children well and use their interests to plan for their learning. They provide suitable support for children with special educational needs and/or disabilities and those in receipt of additional funding. Staff plan small-group activities and provide one-to-one support to help improve outcomes for these children.
- The premises are clean and hygienic. Staff support children to develop independence and attend to their own self-care. Children know to wash their hands before meals. They put their own coats on, collect their own meals and clear the plates away after eating.
- Staff weave mathematical teaching into a variety of activities. They talk to children about numbers, counting and size as children play. Children learn about space and capacity as they fill and empty containers. They use construction pieces to build towers and problem solve when towers get too tall for them to reach. Children work out that by putting the tower on the floor instead of the table, they can build it higher.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff have a weak understanding of safeguarding and child protection issues and procedures. They do not take swift steps to protect children. Risk assessment is not robust and leaders do not follow the correct procedures when they are made aware of allegations against staff. They do not provide enough support and training to staff to enable staff to respond to safeguarding concerns effectively. Not all staff are aware of the procedures to follow in the event of concerns about children or allegations against staff. Poor record keeping further compromises the welfare of children.

## 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>
improve staff knowledge and understanding of safeguarding, with particular regard to knowing the procedures to follow in the event of concerns about children or allegations against staff	20/05/2022
implement an effective safeguarding policy, with particular regard to the procedures to follow in the event of allegations against staff	20/05/2022
make sure that records are completed accurately to ensure the safe and efficient management of the setting, with particular regard to safeguarding records	20/05/2022
improve risk assessments to identify, minimise or remove any risks to ensure children's safety	20/05/2022
ensure staff provide consistent support to help children to behave well and to understand what is expected of them	20/05/2022
improve parent partnerships and ensure staff share any relevant information about their child, including safeguarding concerns.	20/05/2022

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

- help staff to identify and support children who are quieter or less confident during activities, to build on their communication and language skills.

## Setting details

<b>Unique reference number</b>	EY539636
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10232894
<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>	2 to 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	135
<b>Name of registered person</b>	Grendon and Billesley Nursery and Family Centre Ltd
<b>Registered person unique reference number</b>	RP521788
<b>Telephone number</b>	0121 4644772
<b>Date of previous inspection</b>	11 January 2019

## Information about this early years setting

Gbnfc At Chinnbrook Centre registered in 2016. The nursery employs 17 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a level 5, 13 hold level 3, and two staff are unqualified. The nursery opens from 8am until 6pm, Monday to Friday, for 48 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Trisha Turney

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- 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 inspector conducted a leadership and management meeting with the manager of the setting.
- The manager completed a learning walk with the inspector, where they discussed the curriculum.
- The inspector completed a joint observation with the deputy manager where they evaluated the quality of teaching and practice together.
- The inspector spoke to parents, staff and children throughout the inspection.

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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