

# Inspection of Tinybirds Day Nursery

31-33 Lea House Road, Birmingham, West Midlands B30 2DB

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Inspection date: 11 April 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is inadequate**

Children's welfare and safety are not assured. The two managers, who are also owners and the designated safeguarding leads for the nursery, fail to ensure allegations against staff are referred to the relevant statutory authorities. They do not ensure children and babies are cared for at all times by suitably qualified, experienced staff. Radiators in the room for two-year-old children are too hot and accessible to the children. Consequently, they are at risk of getting burned.

Staff caring for babies do not have time to give attention to older children who are also in their care. This results in these children receiving very little interaction and wandering aimlessly for long periods. This does not help them to develop a positive attitude towards learning. Additionally, these staff struggle to support babies' individual needs, which results in frequent, prolonged crying. This has an impact on their emotional well-being. That said, children share and behave well. Older children manage their own personal care.

Staff do not have high expectations for children. There is little differentiation in activities provided for two-year-old and three-year-old children. Some children spend too much time without meaningful interactions. Consequently, children, including those in receipt of government funding, do not make the progress they are capable of.

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

- The managers have an extremely poor understanding of the early years foundation stage requirements. They do not ensure that a manager or, in the absence of the manager, a capable and qualified deputy is on site at all times when children are present. Too often there are no appropriately qualified members of staff on site at all caring for the children. This means children, including babies, are often cared for by inexperienced or unqualified staff. This has a negative impact on the welfare, safety and learning of the children.
- Managers do not understand or implement the nursery's safeguarding policy. Allegations made against staff are not reported to the local authority designated officer or to Ofsted as is legally required. This puts children at significant risk of harm.
- The risk assessment process is ineffective. Managers and staff fail to identify and remove hazards in the environment, such as hot radiators that are accessible to children.
- The key-person system is inadequate. Consequently, children's care and well-being are not effectively supported. However, staff manage children's behaviour well. Children happily follow the rules of the nursery, such as not running inside the nursery and sharing with their friends.

- Partnerships with parents are weak. Parents are not involved in the assessment of their children's progress. For instance, staff do not use information gained from parents in children's initial assessments. They do not provide enough information for parents to continue their child's learning at home.
- Managers have a poor understanding of how to promote children's learning. They have not implemented a curriculum to support children's learning and development, so that they make the best possible progress.
- Managers do not ensure staff receive support to enable them to carry out their roles and responsibilities. For instance, staff do not offer activities and experiences that motivate children or extend their learning. Activities are not matched precisely to children's learning needs. Teaching is weak. For instance, during story time, children quickly become bored and show little or no interest. They move away but are brought back several times until the activity ends. Interactions during play do not stimulate children's curiosity, interest or excitement or extend their learning. This does not help children to develop a positive attitude towards learning in readiness for their move on to their future education.
- Staff do not promote children's communication and language development well. For example, they do not introduce new words or use good questioning skills to promote children's language skills. Staff do not provide opportunities for children to extend their mathematical knowledge beyond their current capabilities.
- The required progress checks for children between the ages of two and three years are not completed for all children. As a result, strengths and gaps in children's learning are not accurately identified.
- Fresh drinking water is not available and accessible to children at all times. Children are not provided with opportunities for outdoor activities on a daily basis. This does not support their health and well-being.
- Staff support children's independence well. Children can put on their own coats, shoes and socks. They help to put away toys when they have finished playing with them.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders' poor practice and breaches in the legal requirements have a negative impact on children's well-being and places them at significant risk. Hazards in the environment are not identified and removed. Leaders, who are responsible for safeguarding in the nursery, fail to notify all the relevant agencies with statutory responsibilities when an allegation is made against a member of staff. Staff report they know when and where to refer a concern, but also fail to recognise and report allegations. Accidents are recorded and parents informed. Mobile telephone policies and procedures are robust.

## 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>
ensure that the designated safeguarding leads have a secure understanding of their roles and responsibilities, including the procedures to follow in the event of an allegation being made against a member of staff	04/05/2022
develop a clear understanding of the responsibility to inform Ofsted, in a timely manner, of any significant events, such as allegations against a member of staff	04/05/2022
develop an effective key-person system, so that all children's needs are met at all times	04/05/2022
ensure the premises and equipment used for the purpose of childcare are safe and suitable, in particular hot radiators that are accessible to children	04/05/2022
ensure that the manager has appropriate knowledge, skills and understanding to fulfil their roles and responsibilities, and a capable and qualified deputy takes charge in the absence of the manager	04/05/2022
ensure there are a sufficient number of staff who hold full and relevant qualifications on site at all times, to meet legal requirements	04/05/2022
provide staff with training, support and coaching to raise the quality of their interactions with children and improve their teaching skills	04/05/2022
improve information sharing with parents about their children's learning and development, so that they can further support their child's learning at home	04/05/2022

ensure fresh drinking water is available and accessible to children at all times	04/05/2022
ensure that outdoor activities for all children are planned and taken on a daily basis.	04/05/2022

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

	<b>Due date</b>
ensure that the curriculum is implemented effectively to build on what children know and can do and meets their needs, so all children benefit from experiences that help them to make good progress	04/05/2022
implement procedures to ensure that the progress check for children aged two to three years is carried out and provide parents with a short, written summary of their child's development	04/05/2022
ensure staff consistently provide activities that are interesting, challenging and stimulating, so that children engage in purposeful play and are able to become motivated learners.	04/05/2022

## Setting details

<b>Unique reference number</b>	2539497
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10232278
<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>	0 to 3
<b>Total number of places</b>	40
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Tinybirds Day Nursery Partnership
<b>Registered person unique reference number</b>	2539496
<b>Telephone number</b>	07411919024
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tinybirds Day Nursery registered in 2019. The nursery is open Monday to Friday from 8am to 6pm all year round. It employs four members of staff. Of these two hold relevant early years qualifications. Funded early education is provided for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Karen Laycock

## 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 manager and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk to understand how the setting operates and how the curriculum is organised. The manager and the inspector carried out a joint evaluation of an activity together.
- The manager and the inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the two managers and staff throughout the inspection. She looked at relevant documentation, including complaints records, qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.
- The inspector took account of parents spoken to on the day. She also spoke to children about their experiences in the nursery.

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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