

# Inspection of Superstars Day Nursery

12 Golds Hill Road, Birmingham B21 9DJ

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Inspection date: 6 May 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	Good

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

### The provision is inadequate

Children's safety and welfare are compromised. Those designated to take the lead in safeguarding lack knowledge of child protection issues. They do not have a good enough understanding of the signs that may indicate a child is at risk of abuse or neglect. Staff do not actively seek the support for children who show possible signs of additional needs in a timely manner. This prevents children from receiving the professional help they need.

Children routinely wash their hands before meals and after using the bathroom. However, at times when nappies are being changed, other children are not engaged in purposeful play experiences. Children spend too much time waiting for their turn at activities. Consequently, younger children become bored and this negatively impacts on their behaviour. Staff do not work in partnership with parents to support toilet training. Therefore, not all children are supported effectively to manage their own personal care needs.

The outdoor play space is uninspiring and does not effectively support children's learning. Care has not been taken in the garden to create an inviting and stimulating space for children to play in.

Children arrive happily and settle quickly. They enjoy their time at the nursery. Children receive a warm welcome from staff, who are caring and friendly. Children develop close relationships with staff. They build warm relationships with their peers and are kind to one another. Older children understand the expectations for their behaviour and share resources as they play alongside one another.

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

- Leaders do not effectively monitor staff practice to help them to identify gaps in their knowledge. Weaknesses in teaching have not been identified. Staff are not clear about what children know and need to learn next. Children are not prepared for the next stage in their learning as the curriculum lacks challenge. This means some children are not supported to make progress.
- Staff interact with the children and they ask questions which encourage them to think and express themselves. This helps children to begin to voice their thoughts and opinions. Some children concentrate on their chosen activity. For example, they add ingredients as they make dough; they pour water from a jug and shake in the salt. Children learn about the process of change as they mix the ingredients together. However, the ineffective organisation of activities leads to children waiting for long periods of time.
- Despite children being well supervised, staff do not always utilise opportunities to engage them in their play and learning. For example, staff do not interact

with children while they wait for others to have their nappies changed.

- Children with special educational needs and/or disabilities do not benefit from timely intervention and targeted help. The manager, who is also the special educational needs coordinator, is unclear about the support these children need. Therefore, these children are not effectively supported to help them make progress in relation to their starting points.
- Older children enjoy spending time outdoors, developing their physical skills. They climb on the climbing frame, run around and ride wheeled toys. However, the garden is not well maintained, which makes the area unappealing and not conducive to their learning. Limited access to outdoor activities on a daily basis for younger children means they lack opportunities to develop their physical skills.
- Parents say that they are happy with the nursery. They appreciate the daily feedback from staff. However, some information that parents provide to staff about children's care arrangements is not always shared with their key person. As a result, planning for children's next steps in their development is ineffective and restricts the progress they make.
- Staff provide some support to enhance children's communication and language skills. Children sit attentively during circle time as they sing their hello song to each other. They confidently stand in front of their peers and sing action rhymes and songs of their own choice about spiders and transport. Staff introduce soft toys as props which link to the songs to help the children stay focused.

## Safeguarding

The arrangements for safeguarding are not effective.

Although recent training has been undertaken, leaders and staff do not have a secure knowledge of how to keep children safe. They are unable to identify the possible signs and indicators of abuse. This compromises children's welfare and does not help to protect them from harm. That said, the premises are kept secure. There are appropriate recruitment procedures in place for new staff to ensure they are suitable to work with children. Effective procedures are in place with regards to mobile phones and cameras.

## 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>
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ensure that staff designated to take the lead role for safeguarding have an up-to-date knowledge and understanding of child protection matters, including how to identify signs and indicators of abuse and neglect	26/05/2022
improve the arrangements for monitoring of staff practice to identify and address weaknesses in staff safeguarding knowledge, so that they fully understand their responsibilities to keep children safe	26/05/2022
take prompt and effective action to ensure that all children with identified delays in their development are provided with the support they need to make progress in relation to their individual starting points	26/05/2022
improve the outdoor environment to ensure it is an appealing and stimulating space which is conducive to children's learning	26/05/2022
improve the arrangements for the consistent sharing of information gathered from parents about their children's care needs to ensure they receive the support they need	26/05/2022
ensure that all staff receive effective supervision which provides them with support, coaching and training to help them to understand all aspects of their roles and responsibilities and raise the quality of teaching	26/05/2022
implement an ambitious and well-organised curriculum that provides challenge to children throughout the day to support them to make progress in their learning and development.	26/05/2022

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

- improve the organisation of routines, particularly for babies and younger children, so that they continue to be engaged in purposeful learning activities.

## Setting details

<b>Unique reference number</b>	EY440699
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10238599
<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>	40
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Superstars Day Nursery Ltd
<b>Registered person unique reference number</b>	RP535033
<b>Telephone number</b>	0121 5070570
<b>Date of previous inspection</b>	22 September 2017

## Information about this early years setting

Superstars Day Nursery registered in 2012 and is located in Birmingham. It opens Monday to Friday, from 8am until 6pm, all year round, except for bank holidays. The nursery employs eight staff. Of these, seven hold an appropriate early years qualification from level 2 to level 5. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jennifer Turner

## 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 of the setting.
- 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 effectiveness of teaching.
- The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the provision.

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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