

Inspection of Smart Start Day Nursery

Reay Nadin Drive, Sutton Coldfield, West Midlands B73 6UR

Inspection date: 28 March 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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

There are significant weaknesses across the setting. Children are not protected from harm. Staff do not keep the premises secure and the outdoor area is not safe for babies.

Leaders and staff do not ensure that all children's individual needs are met. The provider's poor curriculum means children do not make the progress they should. The learning needs of babies and children are not met well. This includes those with special educational needs and/or disabilities (SEND).

Babies and children are, generally, content. However, there are insufficient staff in the rooms to ensure that all children engage in purposeful learning experiences. In addition, staff provide a very limited selection of activities for babies and children to choose from, particularly when they play indoors. This means that children quickly lose interest and wait around with nothing to do. They are not challenged well or prepared for the next stage of their learning and school.

Babies and children understand the staff's expectations and follow instructions. Older children persevere as they learn how to use scissors. They enjoy the company of their friends and recreate familiar roles and experiences, such as pretending that they have chicken pox. Babies form attachments to staff and seek comfort from them.

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

- The provider has failed to identify and address weaknesses in management and staff practice. Children do not receive an acceptable quality of education.
- Leaders have identified some areas of weak staff practice, however, they have failed to act effectively on all weaknesses. They have not identified all risks to children. Staff fail to keep the premises secure. They do not notice when the front door and gate into the children's playroom are left open. This means that unauthorised persons can easily gain access to the premises where children play. The outdoor play area is not safe for babies. Staff take older babies to play in an area where small pieces of slate and bark litter the floor. This puts babies at risk of choking and serious harm.
- Leaders do not have effective systems in place for the safe and confidential storage of records about staff and children. Confidential records are not held securely and are easily accessible to those who do not have the professional need to see them. This is a breach of the requirements.
- The provider does not ensure that staffing arrangements meet the needs of all children. The number of staff is insufficient to provide all children with the support that they need to receive quality learning experiences. Staff stop

children from using the slide because they are not able to supervise all of the children in their care when other staff are busy changing nappies. Children walk around aimlessly because there is nothing else that they want to do. At other times, children amuse themselves when staff are completing domestic tasks. Staff working with younger babies do not provide them with daily outdoor play opportunities. This is because there are insufficient staff available to take younger babies outdoors. The poor staffing arrangements have a negative impact on the progress that babies and children make.

- The arrangements for children with SEND are poor. As a result, parents seek the support that their children need from elsewhere and fund this themselves. Staff fail to make timely referrals to ensure that children receive targeted specialist support to help them to progress. This includes requesting funding for children who need one-to-one support. This significantly hinders the progress that children with SEND make.
- The provider does not give all new staff an induction to ensure that they understand their role and responsibilities. Although the manager monitors staff and offers some training, this has not been effective in identifying and addressing weak areas of staff practice.
- The quality of teaching is poor and children do not receive good teaching and learning experiences. There are insufficient resources available for children to choose from. For example, toddlers have a choice of jigsaws or building blocks. When older children start to lose interest in the other resource available, staff bring out paper and pencils, many of which are broken. Role-play areas are not inviting or adequately resourced and books are torn. This means that children are not well motivated to play and learn. This significantly hinders the progress that they make.
- Overall, staff have a suitable knowledge of children, however, leaders and staff have a poor understanding of how young children learn. This means that they do not use their observations of children to help them to build on what they know and can do. Staff do not have high enough expectations of what children can achieve for themselves, such as dressing and undressing in their outdoor clothes. Staff complete these tasks for some children. Staff spoon feed younger babies and do not encourage them to try this for themselves.
- The manager and staff work closely with parents. This helps staff to gather information about children's interests. They regularly talk to parents to exchange information about children's achievements, such as the words they know and use in their home languages. Parents report they are happy with the care that their children receive.
- Staff appropriately support children's health. Children enjoy the nutritious meals, snacks and drinks. Drinking water is always accessible. They learn about suitable hygiene routines, including regular handwashing. Staff adequately meet children's personal care routines. Staff understand the policies and procedures for administering medication to children.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is not prioritised. Leaders and staff do not ensure that the safeguarding policy is implemented effectively. This leaves children vulnerable and at potential risk of harm. The designated safeguarding leads have not ensured that timely action is taken to refer safeguarding concerns about children to external agencies without delay. Children are not adequately protected from harm. Risk management is ineffective within the setting. Leaders fail to ensure that staff complete necessary checks to identify and eliminate all potential risks to children and babies. Staff do not complete effective risk assessments relating to the security of the premises and the suitability of the outdoor area for babies. Leaders do not follow safer recruitment policies. They have not complied with the legal requirements for checking the suitability of staff. They do not maintain accurate records relating to staff vetting checks. This exposes children to further risk because staff suitability cannot be assured. Leaders do not ensure the confidentiality of written information about children and staff.

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:

	Due date
implement the safeguarding policy to ensure concerns about children are reported to the agencies with statutory responsibilities, without delay	15/04/2022
implement effective risk assessments relating to safety and security of the premises and ensure that outdoor spaces are safe for babies to use	15/04/2022
implement effective systems to ensure that practitioners, and any other person who may have regular contact with children, are suitable	15/04/2022
record information about staff identity checks and vetting processes that have been completed	15/04/2022
ensure staffing arrangements meet the needs of all children	15/04/2022

implement effective arrangements to ensure that children with SEND receive the specialist help that they need	15/04/2022
ensure that information about staff and children is held securely and is only accessible and available to those who have a right or professional need to see them	15/04/2022
implement effective monitoring and professional development for staff to identify and address weak areas of practice, and raise teaching to a good level.	15/04/2022

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

	Due date
implement an ambitious curriculum that helps children to build on what they know and can do, for them to make good progress	28/06/2022
use information gained from observations of children's achievements, to plan and implement learning experiences that challenge all children.	28/06/2022

Setting details

Unique reference number	2569087
Local authority	Birmingham
Inspection number	10232203
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	98
Name of registered person	Dhad, Shazia Parvez
Registered person unique reference number	RP909529
Telephone number	0121 353 1166
Date of previous inspection	Not applicable

Information about this early years setting

Smart Start Day Nursery registered in 2020. It opens Monday to Friday from 7.30am to 6.30pm all year except for bank holidays. The nursery employs 14 members of childcare staff. Of these, three hold approved early years qualifications at level 5, one at level 4 and five at level 3. The nursery receives funding to provide free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspection was completed following a risk assessment of concerns received relating to staffing, administering medication and support for children with SEND.
- 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 setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the setting's documentation, including the safeguarding policy and procedures.

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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