

Inspection of Aston University Nursery

1 Woodcock Street (entrance on Coleshill Street), BIRMINGHAM B7 4BL

Inspection date:

4 July 2022

Overall effectiveness

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 teaching that children receive is variable. For example, while older children learn new words, such as 'ripple' and 'vibrations' as staff discuss with them what is happening to the water when it moves, other children receive minimal interaction from the staff. This does not ensure that all children are able to make good enough progress in their learning from their starting points. That being said, there are positive relationships between staff, children and their peers. Older children talk about what friends they like to play with at nursery. They happily share with their peers the handprints they have made using the play dough. Babies and younger children babble together as they use chalk to make marks.

At times, staff are not deployed effectively to ensure they can respond swiftly to the needs of the children. That being said, children behave well. They enjoy sensory activities, such as sand play, as they scoop and empty sand into different containers. Older children are given opportunities to resolve their own conflicts during play. For example, they tell each other what is making them sad, such as when other children are not sharing. Staff support this further as they encourage children to listen to each other.

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

- Staff comment positively on the support they receive from the leaders. Leaders complete supervisions regularly. However, they are not focused enough on raising staff's overall performance and the quality of teaching that children receive. As a result, the quality of teaching is not good.
- Leaders ensure they have enough staff to meet the child-to-adult ratio requirements. However, they do not ensure that staff deploy themselves well enough to swiftly respond to children who fall over or who become upset. Despite this, staff's understanding of first-aid procedures is secure. In addition, children follow the instructions of the staff. This limits the impact on children's safety and welfare.
- Parents comment positively about the nursery. Staff share with parents if children become ill or hurt themselves at nursery. However, they do not ensure that parents are kept fully informed of their child's progress. This creates a barrier to how well parents can continue their child's learning at home. In addition, there are occasions where staff do not liaise well enough with other professionals where there are emerging concerns about a child's development. This does not ensure that all children are given the support they require early enough.
- The curriculum covers all areas of learning. However, the implementation of the curriculum requires improvement, for example as children free flow between the different rooms in the nursery. Staff do not use their planning and observations

to provide experiences that build on what children already know and can do. This does not ensure that all children make good enough progress in their learning from their starting points.

- Staff have a good understanding of their key children. They find out key information from parents when their child first starts, such as their dietary requirements. They also gather some key words for children who speak English as an additional language, to help children as they settle or to support their care routines.
- Staff encourage children to talk about their emotions and feelings. For example, they sit and explain to children why some behaviours are not acceptable. They give children the space and time to reflect on how they are feeling. This helps them to gain a better understanding of their emotions. In addition, children look at pictures they bring in from home to learn about their similarities and differences. This contributes to how respectful children are towards each other.
- Leaders place focus on supporting children's communication and language development. Staff use a system to help identify any concerns with children's language development. They use this as a guide to determine what strategies they can put in place to support the child further.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate secure knowledge on the setting's various safeguarding policies, including the mobile phone policy and procedures. Staff have a secure knowledge of the different signs and types of abuse, including the 'Prevent' duty and female genital mutilation. Staff's understanding of what to do if they were concerned about the welfare of a child is sound. This includes informing their designated safeguarding lead and making referrals where necessary. Staff also show solid knowledge of the action to take if a concern is raised against someone who works with children. This includes notifying the local authority designated officers and Ofsted. Staff record all marks on the relevant forms, including injuries that happen at the setting and pre-existing injuries from home. Where needed, they share this information with parents.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement effective supervisions that focus on raising staff's overall performance and improving the quality of teaching that children receive	15/08/2022

improve staff deployment to ensure they are swiftly able to respond to the needs of the children	15/08/2022
develop partnership with parents to ensure an ongoing two-way exchange of information, so that parents are kept informed and are able to support their children's learning at home.	15/08/2022

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

- strengthen the implementation of the curriculum and the use of observations and planning to build on what children already know and can do effectively
- develop partnership working with other professionals, particularly where there are emerging concerns in a child's development, to ensure children receive the support they require.

Setting details

Unique reference number	EY495721
Local authority	Birmingham
Inspection number	10236765
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	104
Number of children on roll	67
Name of registered person	Aston University
Registered person unique reference number	RP526344
Telephone number	0121 204 4624
Date of previous inspection	16 August 2016

Information about this early years setting

Aston University Nursery registered in 2015. The nursery employs 23 members of childcare staff; all hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Louise Chinyuku
Katherine Wilson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The manager joined the inspectors on a learning walk and talked to them about their curriculum and what they want the children to learn.
- The inspectors spoke to children, to find out about their time at the nursery.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working 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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