

Inspection of Toto Day Nursery Ltd T/a Kids Place

207 Streetly Road, Birmingham, West Midlands B23 7AH

Inspection date: 10 August 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	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are safe and happy and enjoy their time at nursery. They access a variety of activities in the indoor and outdoor environments. However, there are weaknesses in the curriculum and not all children are making as much progress as possible. Some children are not developing the key skills they need to help them in their future learning and eventual move on to school. That said, children demonstrate positive attitudes to learning. They build relationships and interact well with staff. They engage in activities and play confidently alongside one another.

School-aged children attend the holiday club, and all ages are together in one, open-plan room. Older children dominate the attention of staff, which means the younger children do not receive the care and attention they deserve. The organisation of the environment impacts on children and does not meet their needs.

Children enjoy the healthy food provided by an external catering company. However, lunch time is chaotic, and children are not supported to gain some of the social skills required for their next stage in life. Staff do not support children to use cutlery appropriately.

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

- Some observations and assessments of children's learning and progress are made. However, this information is not used effectively. Staff do not consider what children already know and can do. They do not target their planning precisely enough on what children need to learn next. Staff talk to children and are working on improving speech and language for some children, but there are not enough opportunities for children to improve these skills. Children do not consistently have opportunities to experience stories, songs and rhymes to further their communication skills.
- Staff do not have a clear enough understanding of children's learning intentions. For example, when using dough to learn about colours and shapes, staff do not introduce the appropriate language to support this and extend children's learning. Therefore, activities do not offer appropriate levels of challenge for all children, or help them to make good or better progress.
- Staff are not ambitious enough for children and they do not offer enough challenge or independent thinking. Activities are very basic and adult led. For example, paper strips are pre-cut and children are asked to stick feathers and pompoms on. This does not extend children's learning or foster their creativity and imagination. As a result, the learning outcomes are not as good as they could be.

- The manager supports staff through regular meetings and supervision sessions. Staff complete some training to enhance their practice and to help improve outcomes for children. For example, they have recently attended behaviour-management training. However, leaders have not given staff enough support for them to implement a coherent, sequenced curriculum. Managers do not check that training has been effective and that staff remember what they have learnt.
- The organisation of the setting is weak. Older children overpower the early years children. They are more vocal and demanding and distract attention away from their younger peers. For example, they are quick to intervene and answer questions when younger children are asked what colour an animal is. Activities have no differentiation for the wide age span. Rooms are not used effectively to create a positive learning environment for all ages.
- Parents share positive comments about the setting and the information that is shared via the online application that is used. Parents are kept up to date with what the children are learning. However, staff do not consistently gather enough information from parents on a daily basis to ensure they are fully equipped to meet the needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have an understanding of how to identify a cause for concern. Staff know the action to take to protect children and the steps to take if they are concerned about the conduct of a colleague or the provider. The staff-to-child ratios are maintained. Appropriate recruitment and vetting procedures are in place to assess the suitability of new staff in the nursery. Children learn about risks and keeping themselves safe. For example, they know that they hold on to the rail when going up and down the stairs and avoid hot sunshine by keeping to the shaded areas. This helps to keep children safe.

What does the setting need to do to improve?

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

	Due date
ensure that the organisation of premises and staffing arrangements meet the needs of all children	31/08/2022

<p>support staff to undertake appropriate training and professional development opportunities that ensure they offer quality learning and development experiences for children that continually improve</p>	<p>16/09/2022</p>
<p>ensure that information gained from observations and assessment is used to plan a challenging and enjoyable experience for each child in all areas of learning and development.</p>	<p>16/09/2022</p>

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

- consider ways to improve communication with parents to establish an effective two-way sharing of information.

Setting details

Unique reference number	EY558057
Local authority	Birmingham
Inspection number	10194081
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 9
Total number of places	42
Number of children on roll	42
Name of registered person	Toto Day Nursery Limited
Registered person unique reference number	RP901151
Telephone number	0121 3778335
Date of previous inspection	Not applicable

Information about this early years setting

Toto Day Nursery Ltd T/a Kids Place registered in 2018. The setting employs seven qualified members of childcare staff and one apprentice. The nursery opens from Monday to Friday, 7am to 6.30pm, 52 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chrissy Cremin

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 provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents, and took their views into account.
- The inspector held discussions with leaders 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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