

Inspection of Small Talk Nurseries

125 - 129 Shawsdale Road, Castle Bromwich, Birmingham B36 8NG

Inspection date: 24 August 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Managers do not implement their procedures for dealing with safeguarding concerns. This does not assure children's safety and well-being. Equipment is not always cleaned thoroughly to ensure that it is hygienic. Screen surfaces for children's play equipment are dirty. For example, they are covered with handprints and marks from previous use and are not cleaned before other children use them. Children are not provided with challenge in the environment. At times, younger children are cared for alongside older children. During these times, not all children receive adequately challenging learning experiences because age-appropriate activities are not provided. This results in children wandering around or becoming bored.

Children receive inconsistent messages from staff when behavioural conflicts arise between them and their peers. Consequently, they do not learn about what is expected of them. Not all children receive the right level of support to help them make progress in their development. This impacts their readiness for the next stage of their education. That said, children have formed good relationships with their key person and are reassured with cuddles when settling in. Children explore sensory activities with paint and ice. They smile when they feel the cold ice in their hands. Children build on their vocabulary as they name the different colours of paints as they squeeze them into the tray of ice. They watch as the ice changes colour and use their brushes to swirl the mixture together.

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

- Managers do not ensure that record keeping is rigorous enough to safeguard children. They have not maintained records of child protection issues that staff have reported. This means that they have not followed procedures to monitor and respond to concerns about children in a timely way. This impacts on the safe and efficient management of the setting and the safeguarding of children.
- The areas where children play are not clean and hygienic. For example, areas where children eat and sit are not cleaned thoroughly enough after meals and activities. Although staff do carry out some cleaning duties, they do not ensure areas in the nursery are well-maintained. This impacts on children's health and well-being.
- Staff do not ensure that the experiences offered are challenging or build on children's knowledge and understanding. For example, when children pretend to be builders, staff give them a tool belt with no tools, which results in them losing interest quickly. This means children are unable to engage in their learning to prepare them for the next stage of their development.
- The manager explains the intent for the curriculum. However, she does not monitor effectively how staff set their environments up to provide children with

age-appropriate experiences and resources. This limits children being able to benefit from meaningful learning.

- Children are not always provided with tailored support to ensure they are making good enough progress from their starting points. Although staff have identified children who are falling behind, they do not always respond proactively to these concerns. Some children continue to fall behind in their development even after attending the setting for some time.
- Behaviour management strategies are weak. Staff are not consistent in their approach and at times, children do not understand the expectations for their behaviour as these are not explained to them. For example, staff say 'no' to children when a conflict arises between them and their peers, but they do not give clear explanations to children to help them build on their understanding of expected behaviours.
- Parents are generally positive about the setting and say that their children enjoy attending. However, staff and managers do not have effective systems in place to gather and use information about children. For example, staff do not always know which home language children use and are not able to encourage or support children to communicate effectively with them. Furthermore, staff do not consistently exchange information with parents about any delays identified in children's development. This means they do not meet every child's individual needs.
- Staff receive some induction training when they start at the setting. However, recently appointed staff have not had adequate information shared with them to support them to become familiar with their roles and responsibilities. This means they are not confident to fulfil these effectively.
- Staff receive some supervision with managers. This gives them the opportunity to discuss children's development and share ideas of the training they wish to attend. However, the manager does not use these processes well enough to tackle weakness in staff's performance and help them improve their personal effectiveness.

Safeguarding

The arrangements for safeguarding are not effective.

Children's welfare is not assured as managers do not retain safeguarding information and records. Managers are unable to locate specific forms about concerns that staff have shared with them. Although managers and staff know the correct reporting procedures should they be concerned about a child or a staff member, they fail to follow this correctly and contact the relevant agencies. That said, staff do have an understanding of the signs and symptoms that indicate a child may be at risk of harm. There are clear procedures in place to ensure staff have the appropriate checks regarding their suitability to work with children.

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
ensure all staff have a secure knowledge and understanding of how to identify and respond to any concerns in a child's life at home or elsewhere	16/09/2022
improve record keeping to ensure that all required information and records are maintained and are available and accessible, with particular regard to child protection records	16/09/2022
ensure that the premises and equipment are clean and fit for purpose to promote children's health and well-being	16/09/2022
implement effective strategies to manage children's behaviour in an appropriate way	16/09/2022
ensure that all staff receive appropriate induction training to help them to fully understand their roles and responsibilities	16/09/2022
improve the two-way flow of information with parents and/or carers to ensure that information is obtained and used to meet children's individual needs	16/09/2022
improve arrangements for the supervision of all staff to improve their personal effectiveness.	16/09/2022

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

	Due date
ensure that staff plan and provide a challenging range of activities and experiences to promote learning and development	07/10/2022

implement an ambitious and effective curriculum that builds on children's knowledge and skills in readiness for their next stage of learning	06/10/2022
ensure that there are appropriate arrangements in place to identify and respond to any delays in children's development, so they receive the right help to reach their full potential.	30/09/2022

Setting details

Unique reference number	EY493609
Local authority	Birmingham
Inspection number	10250426
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	0 to 4
Total number of places	80
Number of children on roll	59
Name of registered person	Rak Day Care Ltd
Registered person unique reference number	RP534816
Telephone number	0121 776 7474
Date of previous inspection	10 August 2017

Information about this early years setting

Small Talk Nurseries registered in 2015 and is located in Castle Bromwich, Birmingham. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate childcare qualifications at level 3 or above and one is an apprentice. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- This was the first inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the setting.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The inspector viewed the provision and reviewed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of teaching during activities indoors. She assessed the impact this had on children's learning.
- The inspector completed a joint observation with the manager and discussed the quality of teaching and the impact this had on children's learning.
- Staff spoke to the inspector at appropriate times during the inspection.
- The inspector spoke to several parents and took account of their views.
- The manager shared relevant documentation upon request.

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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