

Inspection of The Rowans Day Nursery

74-76 Kings Road, Sutton Coldfield, West Midlands B73 5AE

Inspection date:

6 September 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not ensure that staff have the necessary safeguarding knowledge and understanding to keep children safe at this nursery. This compromises the safety and welfare of children. Not all children learn to behave well. At times, they snatch toys or throw resources. Children do not receive the support they need from staff to help them to learn what is expected of them.

Children who are new to the setting receive appropriate support. They benefit from gradual settling-in sessions to help them adjust to the new environment. For some time, parents left children at the nursery door due to COVID-19 restrictions. However, parents can now bring children into the nursery rooms, which helps to support their child's emotional well-being.

Children develop sound physical skills. They enjoy outdoor play where they run and use a variety of wheeled toys. Staff promote some literacy and language skills. They share books with children and encourage them to join in with songs and rhymes. However, overall, the activities and experiences available for children do not consistently enthuse or stimulate them enough. The quality of teaching and learning across the nursery rooms is too variable. Some children watch their friends enjoying play in adjoining rooms. They stand at the doorway eager to join in as there are not enough activities to interest them in their own room.

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

- The quality of the provision has deteriorated significantly since the last inspection. Although supervision arrangements are in place, leaders do not provide enough support for staff to ensure they are able to fulfil their roles and responsibilities effectively. Some staff lack safeguarding knowledge, and the quality of teaching and learning within the nursery is too variable.
- Leaders have not devised a sequenced and coherent curriculum. They do not have a clear enough oversight of what children already know and can do and what they need to learn next. Staff provide basic activities and experiences to generally occupy children. However, children, including those with special educational needs and/or disabilities, do not benefit from strong teaching and interactions to help them make consistently good progress in their learning.
- Staff do not know children well enough to plan for their learning needs. For example, not all staff are aware of the home languages for children who speak English as an additional language. This means these children do not receive the support they need to develop their communication skills.
- The transition arrangements for when children move to a new room are not fully effective. Staff working with children do not gather enough information to meet children's needs from the start. They are not aware of any next steps in learning

to plan for what children need to learn next. Some children who are new to the room become tired at lunchtime and fall asleep at the table. Staff continually wake children up and try and encourage them to eat. This does not meet individual children's needs.

- Leaders do not ensure that staff implement robust practice in respect of children's health and dietary needs. Staff set up activities for children to play and explore food and cereal. However, not all staff are aware which children have food allergies or intolerances. Staff are unsure what allergens the food may contain. This means that some children have access to food which could compromise their health.
- Although leaders demonstrate a sound understanding of how staff should promote positive behaviour, not all staff implement the agreed strategies. When children snatch toys or throw resources, staff say 'No', or lead children away, without explaining why the behaviour is not acceptable. As a result, children repeat the behaviour and do not learn what is expected of them.
- Effective strategies are in place to share information with parents. Staff speak to parents daily and share general information about their child's day. Parents are also able to attend parents' evenings. This helps to promote some continuity between the home and the setting.

Safeguarding

The arrangements for safeguarding are not effective.

Some staff have a weak understanding of safeguarding and child protection issues and procedures. They do not have sufficient understanding to be able to identify when children may be at risk of harm. They do not know the correct procedures to follow in the event of concerns about children or for allegations against staff. Leaders do not ensure that staff are aware of and adhere to children's health and dietary needs. This compromises the health and welfare of children. Staff carry out effective risk assessments to ensure any hazards are identified and minimised. The provider ensures that child-to-adult ratios are maintained. Leaders implement sound recruitment and vetting procedures to help ensure that staff are suitable for their roles.

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
ensure all staff have a robust knowledge and understanding of safeguarding and know the procedures to follow in the event of any concerns or allegations	07/10/2022

ensure staff implement robust procedures to promote children's health, with particular regard to adhering to children's health and dietary requirements	07/10/2022
support staff to manage children's behaviour effectively	07/10/2022
provide effective support and supervision for staff to raise the quality of teaching to a consistently good level	07/10/2022
improve transitions when children move to a new room, to ensure new staff know enough about children to meet their individual care and learning needs	07/10/2022
ensure leaders support staff effectively to implement a coherent curriculum which consistently motivates children to play and learn	28/10/2022
monitor children's learning and provide effective support for staff to identify and plan for what children need to learn next.	28/10/2022

Setting details

Unique reference number	EY280509
Local authority	Birmingham
Inspection number	10252514
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	120
Number of children on roll	126
Name of registered person	The Rowans Day Nursery Ltd
Registered person unique reference number	RP523748
Telephone number	0121 354 1752
Date of previous inspection	19 January 2017

Information about this early years setting

The Rowans Day Nursery registered in 2004. The nursery employs 30 members of childcare staff. Of these, the majority hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Trisha Turney
Sophie Van Harten

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 setting and took that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspectors, manager and one of the deputy managers completed a learning walk across all areas of the nursery to understand how the curriculum is organised.
- The inspectors spoke with staff, children and parents during the inspection.
- The inspectors completed joint observations with the nursery manager.
- The inspectors held a meeting with the managers and the owners of the nursery. They looked at relevant documentation and 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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