

# Inspection of Superstars Day Nursery

12 Golds Hill Road, Birmingham B21 9DJ

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Inspection date:

14 September 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Inadequate

## What is it like to attend this early years setting?

### The provision is inadequate

The significant weaknesses in leadership and management have a negative impact on children's experiences at the nursery. The provider, who is also the manager, does not take every precaution to ensure children's safety and welfare. She fails to ensure that staff fully understand their roles and responsibilities to keep children safe and meet their needs. Children's safety is compromised and risk assessment is weak. Staff do not complete thorough checks to identify and eliminate all possible hazards in children's play areas.

Children do not receive quality learning experiences to help them to build on their existing knowledge, skills and understanding. Staff do not provide babies with sufficient challenge to develop their independence. Older children do not learn about making healthy choices, such as when to access a drink of water for themselves. Weaknesses in the key-person system and teaching have a negative impact on the progress that children can make. Although babies form attachments with staff, children do not receive consistently warm and supportive interactions from staff.

Children enjoy opportunities for daily outdoor play in the recently enhanced garden area. They use their larger muscles to dig the soil in search of minibeasts. They happily play alongside their friends with slime in the water tray.

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

- The provider does not complete effective self-evaluation. She has failed to address all actions raised at the last inspection and identify further breaches of the legal requirements. Staff have access to some training. However, this has been insufficient to improve their personal effectiveness.
- Staff do not adequately supervise children and babies. For example, they do not notice when a baby puts a small object in their mouth. This exposes babies to the risk of choking. Risk assessment is not fully effective. Staff do not identify and remove hazards. For example, they do not notice cat faeces in the outdoor areas where children play.
- The provider does not ensure that current staffing arrangements meet the needs of children. There are not enough qualified staff to work with the children attending. Furthermore, staff working directly with babies have no experience of working with children under the age of two or the correct knowledge of how to administer first aid.
- Children have an allocated member of staff who is responsible for their learning. However, the provider does not ensure that there is a seamless transition when children change key person. This means that some staff have a very limited understanding of the development needs of children. This has a negative impact

on children's learning experiences. Furthermore, few parents know who their child's key person is. They receive daily feedback and general information about their child. However, this is not enough to support children's learning in the nursery and at home.

- Children's emotional security is not supported. Staff are not consistently positive role models. For example, they quickly remove objects from children's hands without asking them. Children show surprise at this action. This does not help children to learn about appropriate social interactions. In addition, staff do not communicate their plans to children. They hold children by their arms and steer them where they want them to go. This means that children do not receive positive interactions, requests and instructions. They do not have the opportunity to make their own decisions and decide how to respond. This hinders the progress children make, including their level of emotional security.
- Children do not receive a broad and balanced curriculum to help them to build on their existing knowledge, skills and understanding. This is because the provider and staff have a weak knowledge and understanding of child development. Staff focus on teaching children to count and recognise colours and shapes, regardless of a child's age. Beyond these aspects of learning, staff have very little understanding of what else children need to learn. Consequently, children do not make the progress they are capable of.
- Staff do not support all children with age-appropriate challenges to develop their independence and gain confidence in their own abilities. For example, staff do not recognise when older children need further cutlery to eat spaghetti and allow them to use their fingers. Babies are not encouraged to feed themselves as staff do this for them. This means that children are not well prepared for the next stage in their learning and do not gain a secure foundation in readiness for school. That said, the special educational needs coordinator knows how to obtain support for children who have special educational needs and/or disabilities.
- Although children are more engaged in their play when they access the outdoor areas, the provision for learning indoors fails to engage all children and meet their needs. Children choose to paint because there are few other options that interest them. At times, the environment is chaotic. Staff use voices that are too loud for the small indoor room. At snack time, children crowd around the sink and staff move them into place and wash their hands for them. This creates a stressful experience for some children and they become upset.
- Staff do not promote children's good health. Although children enjoy the nutritious snacks and meals, the provider does not ensure that they always have access to drinking water.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that there are enough appropriate staff deployed to supervise children and risk assessment is not fully effective. These failings compromise children's health and safety. That said, all staff, including the

designated safeguarding leads have attended training related to safeguarding children. They know the potential signs and symptoms that may indicate a child is at risk of abuse and neglect and how to report these. This includes concerns relating to the 'Prevent' duty. The provider and staff know the procedures to follow should they have concerns about the conduct of a member of 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:**

	<b>Due date</b>
take all reasonable steps to ensure children are not exposed to risks	18/10/2022
make sure staff are suitably qualified and experienced, particularly those working with children under the age of two	18/10/2022
ensure that staffing arrangements provide sufficiently qualified and experienced staff to supervise children adequately, meet the needs of all children and ensure their safety and well-being	18/10/2022
support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children to continually improve	18/10/2022
implement an effective key-person system to ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship and build a relationship with their parents	18/10/2022
ensure that drinking water is available and accessible to children.	18/10/2022

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

	Due date
implement an ambitious and well-organised curriculum that provides challenge to children throughout the day, to support them to make progress in their learning and development	14/12/2022
ensure that staff respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning.	14/12/2022

## Setting details

<b>Unique reference number</b>	EY440699
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10244343
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Superstars Day Nursery Ltd
<b>Registered person unique reference number</b>	RP535033
<b>Telephone number</b>	0121 5070570
<b>Date of previous inspection</b>	6 May 2022

## Information about this early years setting

Superstars Day Nursery registered in 2012 and is located in Birmingham. It opens Monday to Friday, from 8am until 6pm, during term time. The nursery employs four staff. Of these, two hold an appropriate early years qualification at level 3, including the manager. The nursery receives funding to provide free early education for three-year-old children.

## Information about this inspection

### Inspector

Anne Dyoss

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed 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 education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector 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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