

Inspection of Little Leaders Day Nursery

79-81 Cotterills Lane, BIRMINGHAM B8 3RZ

Inspection date:

30 September 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Management do not have effective fire procedures or risk assessments in place. This compromises the safety and welfare of the children who attend. Too little has been done to improve since the last inspection. Children are moved from one key person to another without sharing information about their individual needs. This means that children's care is not tailored to meet their needs and some children struggle to settle or form effective relationships. Staff do not have enough support and their teaching is inconsistent. Therefore, children's learning is not fully supported. Bilingual staff use their skills to talk to parents; however, this is not utilised when communicating with the children to support their language.

Some children's behaviours are not good, and they are not aware of the impact this may have on others. However, some children learn about diversity and the world around them as they have discussions around the monarchy and celebrate festivals that are special to them. They also enjoy putting on costumes of firefighters and doctors, following a previous activity, and act out real and imagined experiences.

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

- Children's safety is compromised in this setting because fire doors are kept locked. Managers do not have a clear plan to ensure that children and staff can safely exit the nursery in the event of a fire. Fire safety equipment is not consistently checked and monitored.
- The quality of this setting has decreased since the last inspection. Managers have made some changes around the induction, supervision and monitoring of staff, but not enough to have a positive impact on their approach to teaching. Extra training has been sourced but staff are yet to receive it. Staff and managers lack the essential skills to teach the curriculum effectively. As a result, children are not making the progress they are capable of.
- Progress made towards the state of repair of the building since the last inspection is still not good enough. For example, bathroom taps remain defective, while others lack hot water. The nappy changing mat is split and, therefore, does not promote good hygiene for children and could cause cross-infection. Although the manager mostly recognises what needs to be done, not enough has been done to continually improve the quality of the provision for children.
- The key-person system is not fully effective as staff do not have a good enough knowledge of the children in their care. Vital information is not known or consistently shared. Some children are not building relationships with key staff and are not consistently settled in the environment.
- The quality of teaching is poor. Staff lack understanding of the stages of child development and set goals for children that are too high for them to achieve.

Children are not offered a broad curriculum or given opportunities to explore and initiate their own concepts. For example, children's play and learning is restricted as resources are taken away and other resources, which may capture children's interest, are unused.

- Staff bombard children with complex questions and do not allow children time to think or speak. Children who have limited or no language are expected to learn complex words, such as 'cavities' and 'molars' during a tooth-cleaning activity. Furthermore, there are not enough opportunities for children to use their home languages. Consequently, children are not fully supported to develop their communication and language skills.
- Some children are learning to manage their own personal hygiene, such as wiping their noses, and are encouraged to understand why they clean their teeth. They pour their own drinks at snack time and start to learn to share. Staff encourage them to have 'kind hands'. However, staff do not consistently provide opportunities for children to embed these skills. Some children struggle to manage their behaviour and do not always understand the impact it has on others.

Safeguarding

The arrangements for safeguarding are not effective.

Managers and staff are not able to identify all risks or take reasonable steps to keep children safe. Plastic bags kept in the bathroom within children's reach are not recognised as a potential risk to children's safety and well-being. Fire procedures are not effective. However, managers and staff can identify effectively the different types and signs of abuse that children could be at risk of. They know the procedures to follow if they have concerns about a child's welfare or about the behaviour of adults in the setting. Appropriate recruitment and vetting checks are carried out to ensure the suitability of adults working with children.

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 that all fire exits can be easily opened and that there is an emergency evacuation procedure that can be implemented in the event of a fire	15/11/2022
ensure that risk assessments are effective, and all reasonable steps are taken to keep children and staff safe	15/11/2022

promote children's hygiene and good health, with regard to making sure nappy changing mats are fit for use and there are enough handwashing facilities for children to use	15/11/2022
embed an effective key-person system to ensure that a familiar person is able to adapt care and education to meet the individual needs of children	30/11/2022
support staff to undertake training and professional development opportunities to ensure they offer quality learning experiences for children that continually improve	30/11/2022
consider the individual needs, interests and development of all children and use this information to plan a challenging and enjoyable curriculum	30/11/2022
provide effective age- and stage-appropriate opportunities for children to develop their communication and language skills.	30/11/2022

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

- help children to manage their behaviour and develop an understanding of the impact on the feelings of others.

Setting details

Unique reference number	EY481745
Local authority	Birmingham
Inspection number	10218417
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	2 to 4
Total number of places	32
Number of children on roll	29
Name of registered person	Little Leaders Day Nursery Limited
Registered person unique reference number	RP533997
Telephone number	01212704093
Date of previous inspection	9 December 2021

Information about this early years setting

Little Leaders Day Nursery registered in 2014 and is situated in Saltley, Birmingham. It is managed by a limited company. The nursery employs six members of childcare staff; one holds a qualification at level 7, three at level 3 and two at level 2. The nursery opens Monday to Friday, term time only, from 8am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Southerton

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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 carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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