

Inspection of Doddington Green Neighbourhood Nursery

28 Doddington Grove, Bartley Green, Birmingham, West Midlands B32 4EL

Inspection date:

15 December 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily at the nursery. An effective key-person system is in place. This provides continuity for children and the opportunity to form close bonds with staff. However, the quality of teaching is variable. This hinders the progress that some children make. While babies and younger children benefit from better-quality teaching experiences, older children who are starting school in September are not supported well enough in their learning.

Younger children concentrate on the activities that engage them, and staff encourage them to solve problems and test out their ideas. For example, children notice that the bridge they are building is too short for their train and go to find additional blocks that will be big enough to extend it.

Babies and younger children are well motivated to play and learn. Babies explore their well-planned learning environment confidently. Staff recognise the individual ways that children prefer to learn and ensure that the available resources allow children to play in their own way. For example, babies learn about cause, effect and forces as they roll various objects along the floor.

Most children behave well, and staff are positive role models. Staff support children to learn to share and take turns. Children develop appropriate manners at lunchtimes and learn to use cups and cutlery that are age-appropriate.

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

- The manager and staff have taken positive steps to address the actions set at the last visit. Staff receive some effective professional development opportunities. These have had a positive impact for the younger children. However, staff need further training and support to ensure that older children benefit from good teaching.
- Staff working with the younger children make effective use of their observations and assessments to plan learning experiences that challenge them well. However, the curriculum for older children lacks ambition. Staff do not provide older children with consistent challenge to help them gain all the necessary skills ready for starting school. Nevertheless, staff work with parents and other professional agencies to ensure that children with special educational needs and/or disabilities receive the support they need.
- Staff working with older children have a suitable knowledge of their learning needs and interests. However, staff do not use this information well enough to plan learning experiences that fully motivate children. At times, older children do not engage in meaningful learning experiences and wander around with no purpose to their play.

- The manager has a developed and effective curriculum for younger children that builds on their experiences from home. For example, she works with staff to prioritise children's communication and language development. Children enjoy sharing books with staff as part of their daily routine. They benefit from staff modelling effective language and readings books to them in their home language.
- Children learn how to use tools, such as play dough cutters and scissors. Staff working with younger children teach them how to use the scissors and provide opportunities for them to practise this skill. However, the manager has not identified where aspects of the curriculum for physical development can be refined even further, to maximise the challenge for younger children.
- The manager has implemented effective changes to the parent partnership arrangements. Parents welcome the opportunities to go into the nursery each day to exchange information about their children with staff. They have particularly enjoyed the open-day sessions where they can see first hand their children playing and learning in the nursery.
- Staff are attentive to children and meet their care needs well. Staff supervise children carefully when they play, indoors and outdoors. Older children engage in more purposeful play when they are outdoors. They concentrate as they take turns to use balancing equipment. They work well together as they use their imagination to cook with dried pasta in the role-play kitchen.
- Children know the routines of the nursery well and demonstrate they are happy and independent. Older children decide when they are ready to have their snack. Children learn about effective hygiene routines and wash their hands. They are keen to have a go at putting on their own shoes.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive appropriate training so that they understand their roles and responsibilities to keep children safe. The manager ensures that staff complete effective risk assessment to keep children safe while they play. The manager and staff have a secure understanding of the safeguarding policies and procedures. They confidently discuss potential signs and symptoms that may indicate a child is at risk of harm and how to report these. Staff understand about the whistle-blowing policy and how to report concerns about the conduct of a colleague. Staff follow effective procedures for logging accidents that children have and report these to parents.

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
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improve the arrangements to provide staff with continued professional development, monitoring and support, to implement an ambitious curriculum that motivates all children	15/02/2023
improve the education programmes, planning and teaching for older children to ensure they have the learning experiences they need to make good progress and be ready for school.	15/02/2023

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

- sequence more precisely the knowledge and skills that younger children need to gain in their physical development, to extend the challenge even further.

Setting details

Unique reference number	EY307283
Local authority	Birmingham
Inspection number	10257673
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 4
Total number of places	48
Number of children on roll	58
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	0121 675 4160
Date of previous inspection	23 March 2018

Information about this early years setting

Doddington Green Neighbourhood Nursery registered in 2005 and is located in a children's centre in the Bartley Green area of Birmingham. The nursery employs 9 members of childcare staff. Of these, eight hold appropriate early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-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.
- Children spoke to/communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- 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 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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