

Inspection of Shirley Road Pre-school & Kindergarten

364 Shirley Road, Acocks Green, BIRMINGHAM B27 7NS

Inspection date:

13 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 enter the setting happily. They show that they feel safe and secure within the environment. Practitioners demonstrate positive relationships with children through some nice interactions and have a regard to their care needs. Children receive praise throughout their day when completing tasks, such as going to the toilet independently or matching the correct objects and numbers together. This supports their self-esteem and confidence.

Children can express their wishes when it comes to accessing activities and their personal needs. However, they are not always encouraged to take part in daily routine tasks. For example, practitioners use rhymes and songs to encourage transitions in the daily routine, such as tidy up and lining up time, but practitioners often complete tasks for them or too easily give up on them.

Managers have some clear intentions of what they want children to learn. However not all practitioners confidently put the managers curriculum goals into practice. Therefore, the quality of education requires improvement. That said, practitioners support children in accessing activities relating to their interests. Children enjoy taking part in a range of sensory activities, such as free painting, play dough and making party hats. They are developing their physical skills, such as mark making and manipulating materials. Although there are weaknesses in the delivery of the curriculum, overall, children make progress in all areas of learning.

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

- Managers have some curriculum intentions for the setting. However, these intentions have not been clearly defined and embedded within practice. Children have access to resources and activities. However, they do not always benefit from purposefully planned learning experiences. As a result of this, the quality of education is not consistently good.
- Children behave well some of the time. They play alongside each other, and practitioners do encourage them to share resources with others. However, practitioners do not provide clear boundaries and expectations for children's behaviour consistently. For example, they remind children not to throw resources or climb on tables but children continue to behave this way, causing disruption to others.
- Managers have procedures to support practitioners' development through regular supervision, training and observations, and practitioners are happy with the support from managers. However, managers do not make the best use of these processes to identify gaps in practitioners' knowledge and skills, and inform the next steps in their ongoing professional development.
- Managers focus on the importance of children being independent. However, not

all practitioners always implement this. For example, practitioners gather the coats from the children's pegs and help children put their coats on when going outside. This means children do not have consistent opportunities to develop their independence.

- Practitioners promote children's interests and provide resources that reflect these. For example, children engage in play with magnets and create caterpillars linked to a recent story they have read. Practitioners model new language, such as 'wobbling' and 'wiggling'. Children are confident in using mathematical language, such as 'big' and 'long' to describe their caterpillars.
- Practitioners support children's mathematical development through daily activities. For example, they encourage children to count resources, such as pieces of fruit during snack time.
- Children develop an understanding of healthy lifestyles. They have opportunities for daily exercise when outside. The setting provides a range of snacks and encourages children to make choices about what they would like to eat. Practitioners support children with allergies or dietary requirements by adjusting their menus to ensure all children can eat safely. The setting recently supported parents with their understanding of oral hygiene. As a result, all children are now registered with a dentist.
- Practitioners role model good hygiene practices, such as washing hands, and explain to children why they should do this. Practitioners use vocal and visual prompts to support children to understand the importance of this.
- Practitioners have positive relationships with parents. Parents comment that children enjoy attending the setting and staff are supportive. Practitioners share information with parents in a range of ways, such as daily conversations, text messages and online learning journals.
- The premises are safe and practitioners are deployed effectively to ensure children are well supervised. Practitioners understand first-aid procedures and reflect on accidents to make changes to the environment quickly. This helps to promote children's welfare.

Safeguarding

The arrangements for safeguarding are effective.

Managers prioritise safeguarding children and promoting their welfare. They have a clear understanding of how to identify, record and report any concerns they have about children or practitioners. Managers actively work with outside professionals involved in protecting children, to help keep children safe. Practitioners are kept up to date with training, including safeguarding and paediatric first aid. They fully understand their child protection responsibilities and know how to administer first aid correctly. Managers and practitioners have a clear understanding of their health and safety procedures. They take part in regular fire drills and use these to teach children about fire safety, to support their knowledge of how to keep themselves safe.

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
improve practitioners' understanding of the setting's curriculum intention and how to implement it effectively, to ensure that children are engaged in learning and are challenged to make good progress in all areas of development	17/01/2023
ensure clear boundaries are given to children, and all staff consistently implement these to support and manage children's behaviour at all times.	17/01/2023

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

- improve opportunities for children to develop their independence skills further and consistently throughout the daily routine
- strengthen supervisions for practitioners to identify gaps in knowledge, skills and practice, to support their ongoing professional development.

Setting details

Unique reference number	EY481466
Local authority	Birmingham
Inspection number	10236473
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	20
Number of children on roll	12
Name of registered person	Nanny Chi-Chi's Day Nursery Ltd
Registered person unique reference number	RP532263
Telephone number	01217072406
Date of previous inspection	7 March 2017

Information about this early years setting

Shirley Road Pre-school & Kindergarten registered in 2015 and is situated in Acocks Green, Birmingham. The nursery employs three members of childcare staff, all of whom hold an early years qualification from level 3 to level 6. The nursery opens Monday to Thursday during term time only. Sessions are from 8.30am to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Danie Ellson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the 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 senior manager, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 an art activity with the senior manager.
- Several parents shared their views of the setting with the inspector.
- 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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