

Inspection of Child 1st Day Nursery

Kingshurst Academy, Cooks Lane, Solihull B37 6NZ

Inspection date: 1 March 2023

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 separate from their parents and carers at the door. Staff are welcoming. As a result, children arrive happy and settle quickly. Children have built secure relationships with staff, who provide them with lots of reassurance and comfort. This helps children feel safe and secure. Staff observe children and assess their stages of development. However, the quality of teaching is not consistently good across the nursery. Children are not consistently provided with activities that challenge and inspire them. Furthermore, they are not continuously supported by staff to build on existing knowledge in order to extend their learning. As a result, not all children make the best progress they are capable of. That being said, children with special educational needs and/or disabilities (SEND) receive good support through targeted plans, which ensures they make as much progress as they can.

Older children learn to manage simple tasks for themselves, like putting on their own shoes and washing their hands. This helps them to develop their self-care skills. Younger children enjoy singing songs. Staff boost children's confidence through praising them. Babies are offered lots of cuddles and enjoy moving around the room in a range of ways.

Children generally behave well. However, some children occasionally appear bored and disengaged as they race around indoors, and at times they take toys off each other. Leaders have expectations that all children do well. However, this does not transfer into practice. Younger and older children are not provided with adequate opportunities to learn the skills they will need for their next stage in learning and eventual move to school.

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

- Leaders and managers ensure all children are well cared for in a welcoming environment. However, arrangements for training and supervision of staff are not effective enough. Staff are not provided with the knowledge, guidance and practice they need to make sure teaching is consistently good. Consequently, children do not make the best progress they can. The deputy manager is the nursery's special educational needs coordinator. She works successfully with staff to ensure that children with SEND receive the additional support they need.
- Although staff are good role models, they do not have high enough expectations of children's behaviour. For example, staff tell the older children it is tidy up time and ask them all to help. Many of the children do not listen and continue to play, while staff complete the task and tidy up around them. During group sessions, such as story time, older children talk over one another and adults, which disrupts learning. Younger children appear bored, as some children run around

the nursery room and take toys off each other. Staff do not challenge unwanted behaviour or check that children understand why their behaviours are not acceptable.

- Staff set up activities for children, such as gluing and play dough, and they are kind and helpful. However, staff do not engage in any dialogue with children about what they are doing. They do not model or teach children anything throughout these activities, and at times they bombard children with closed questions that only require one-word answers.
- Staff do not fully support young children's sensory exploration. For example, they provide children with paint, pads and brushes. However, this is heavily supported by adults who do not give young children the time to explore the texture or move freely while making marks.
- Self-help and independence are generally well supported. Older children are encouraged to put on their own shoes and coats to go outside. However, during certain times of the day, such as mealtimes, self-help and independence are not well promoted or supported. Children are only given forks to eat with and closed-lid cups to drink out of. Consequently, they struggle to feed themselves and do not have the opportunity to practise drinking out of open cups. This does not ensure children are fully prepared for their next stage in life and learning.
- Children eat healthy meals and snacks. Individual dietary needs are known by all staff. Systems are in place to ensure that children do not come into contact with food that would harm them. Staff teach children the importance of healthy eating through routine times of the day, like snack and mealtimes. For example, at lunchtime staff talk to children about vegetables and the benefits of eating them. Staff also talk to children about the importance of being active and going outside everyday to play. Children learn about the importance of good oral hygiene and brushing their teeth daily.
- Parents are happy with the nursery. They say their children enjoy attending and are well cared for. Parents also report that the manager and staff are approachable, friendly and give good feedback.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know the possible signs and symptoms that indicate a child may be at risk of harm and abuse. They know the local procedures they must follow to report any child protection concerns, or in the event an allegation is made against the manager or any members of staff. Leaders undertake rigorous recruitment, suitability and health checks, which ensure that staff are, and continue to be, suitable to work with children. All documents are well maintained and records are accurate.

What does the setting need to do to improve?

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

	Due date
improve the arrangements for supervision and training of all staff, to improve teaching and raise the quality of education to consistently good levels	08/04/2023
ensure staff offer and implement activities that inspire, challenge and extend all children's learning	08/04/2023
improve the behaviour management strategies that staff use and ensure they continuously implement them effectively to better support children's understanding of positive behaviour and expectations for acceptable behaviour.	08/04/2023

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

- review mealtimes to provide more opportunities for children to develop their independence
- help staff to recognise how to better support children's communication and language development.

Setting details

Unique reference number	250129
Local authority	Solihull
Inspection number	10264315
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	143
Name of registered person	Solihull Child First Day Nursery Limited
Registered person unique reference number	RP905495
Telephone number	0121 788 8148
Date of previous inspection	12 June 2017

Information about this early years setting

Child 1st Day Nursery registered in 1998 and is in Solihull. It is one of three settings in the group. The provider employs 24 members of childcare staff. Of these, two staff are apprentices, three hold qualifications at level 2, 16 hold qualifications at level 3, one holds a qualification at level 5 and two hold qualifications at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Kiri Gill

Lisa Gadsby

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The childcare manager and inspectors completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspectors observed the quality of teaching throughout the inspection and considered the impact this had on children's learning.
- A joint evaluation of the quality of teaching during an activity took place between the childcare managers and the inspectors.
- The inspectors spoke to parents at appropriate times and took account of their views of the setting.
- The inspectors spoke to children and staff at appropriate times during the inspection.
- The inspectors held a meeting with the setting managers and discussed how the setting is organised. The inspectors reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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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