

Inspection of Little Folks Nursery & Out of School Club

108-110 Gravelly Hill, Erdington, Birmingham B23 7PF

Inspection date: 15 June 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's well-being is not promoted. The premises and facilities are not clean. The toilet and nappy changing areas are not kept hygienically clean. The rugs that children sit together on to play or to listen to stories have ingrained dirt on them. Children's safety is not assured because risk assessments are ineffective. Therefore, insufficient action is taken to remove or minimise the risks to children. The safeguarding knowledge of some of the staff is not robust and this does not keep children safe. In addition, the quality of teaching is not as good as it should be. Consequently, the curriculum is not being delivered by all staff to ensure children make the very best progress.

Despite this, children behave well and have a positive attitude towards their learning. They arrive at nursery happy and separate with ease from parents. Children independently choose resources they wish to play with. They explore shaving foam in a tray with artificial grass and toy dinosaurs. They squish the foam through their fingers and smell it. Children use the toy dinosaurs to make footprints in the foam. Staff expose children to some new language as they interact and play alongside them. Children take pride in their work as they make 'under the ocean' scenes, choosing which sea creature to incorporate. Staff praise them for their efforts, and this helps to promote their self-esteem. Outdoors, children explore a tray filled with water and blue paint. They use utensils and sieves to find hidden treasure. Children talk about the treasure and recall past knowledge they have learned about pirates.

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

- The provider is struggling to recruit and retain staff. This means that a high proportion of the staff are agency staff. These staff do not receive an induction or effective supervisions to help them fully understand their roles and responsibilities. They are unsure of the safeguarding procedures to follow. This does not keep children safe.
- The key-person system is ineffective. Children do not have a consistent key person due to issues with staffing. This means that not all staff know the children well enough. The provider has not ensured that agency staff have been informed about the nursery curriculum or the next steps in learning for children. Consequently, children do not always receive learning tailored to meet their individual needs and do not make the progress they are capable of.
- The provider has not ensured that the premises are kept in a suitable state of repair. There are rips and tears in soft matting and holes in the floor. These pose a trip hazard for children. Some toilets are out of use because there has been a leak that has left a pungent smell. The sink in the pre-school room is broken. This means that staff take children out of the room to use the sinks in

the bathroom, which disrupts learning. Outdoors, hazards to children have not been made safe. While the provider took swift action to remove some risks immediately when identified by the inspector, the risk assessments are not effective in identifying these areas as a concern.

- The quality of teaching is variable. The deputy manager demonstrates good practice. They know the children well and continually provide activities to enhance children's learning and ignite their curiosity. For example, when children show an interest in looking through a cardboard tube, they are given the opportunity to make their own binoculars to use. However, agency members of staff do not know the children well enough. They are unable to meet the children's learning needs fully. They count to 16 with children who cannot yet count in sequence to five. However, the agency staff are kind and caring towards the children. Children are happy and confident to approach them.
- Children with special educational needs and/or disabilities (SEND) receive some support. Staff hold appropriate discussions with parents and make timely referrals to external agencies. The area manager, who is trained in supporting children with SEND, puts targets in place for children to achieve. However, the lack of an effective key-person system means that the appropriate level of support is not consistent. These children do not make the progress they are capable of.
- Partnerships with parents are poor. Parents are unhappy with the communication about staff changes. However, they say that the staff are friendly. Staff gather information from parents when children first start attending, but parents are not supported with their children's learning at home.
- The provider's curriculum intent is to provide children with opportunities that they may not have elsewhere to prepare them for their next stage of learning and their eventual move to school. Children have lots of opportunity to practise their small-muscle skills, such as using scissors. Activities such as making and manipulating play dough encourage children to use their fingers, which helps to improve dexterity in preparation for pencil control. However, for children who prefer to learn outdoors, there is less opportunity for them to practise their developing large-muscle skills.
- Children enjoy listening to familiar books. They participate and say the rhyming words that they know come next. Staff talk to children and introduce new words. At snack time, they talk about whether oranges are sweet or tangy. Staff support children to become confident communicators. They model good language and help children with the correct pronunciation of words.
- Although teaching is variable, children's behaviour and attitude to learning are good. Children behave well. They listen and follow instructions and they take turns and share. Children enthusiastically take part in activities and are eager to complete their given tasks. They say hello to their friends and invite them to play. Children push their chairs in so their friends do not trip over and hurt themselves. They are learning the importance of good hygiene, such as washing their hands to remove germs.

Safeguarding

The arrangements for safeguarding are not effective.

Agency staff do not have sufficient knowledge of safeguarding to keep children safe. They have not heard of the 'Prevent' duty and do not know what signs or symptoms may indicate a child is at risk. The lack of induction into their role means agency staff do not receive details of the nursery's safeguarding policies and procedures to follow if they have concerns about children in their care. They also do not know the local authority procedures regarding where to report concerns. This does not keep children safe. The deputy manager confidently discusses steps they would take if they had concerns about children in their care. Lack of effective risk assessments means children are exposed to hazards.

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 all staff receive induction training to help them understand their roles and responsibilities, including safeguarding procedures	10/07/2023
train all staff, including agency staff, to understand the nursery's safeguarding policy and procedure so they know the action to take and how to report concerns about children in their care	10/07/2023
implement an effective key-person system to ensure that every child's care is tailored to meet their individual need, including children with SEND	10/07/2023
ensure that the premises, including overall floor space and outdoor spaces, are fit for purpose and in a suitable state of cleanliness to promote children's well-being	10/07/2023
ensure there are suitable hygienic changing facilities for changing any children who are in nappies	10/07/2023

implement effective risk assessments to identify aspects of the environment that need to be checked and take action to remove or minimise those risks	10/07/2023
put appropriate arrangements in place for the supervision of staff to provide support, coaching and training for all staff that promotes the interests of children	10/07/2023
implement a clear and well-sequenced curriculum to help all children make the best possible progress	28/07/2023
improve the curriculum for physical development for those children who prefer to learn outdoors	28/07/2023
strengthen information-sharing with parents to ensure they are kept updated and support them with their children's learning at home.	28/07/2023

Setting details

Unique reference number	EY428029
Local authority	Birmingham
Inspection number	10297152
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	64
Number of children on roll	31
Name of registered person	Mishi Nurseries Limited
Registered person unique reference number	RP904324
Telephone number	01213273815
Date of previous inspection	12 March 2019

Information about this early years setting

Little Folks Nursery and Out of School Club registered in 2011. The nursery opens Monday to Friday for 51 weeks of the year, closing for bank holidays and at Christmas. Sessions are from 7.30am until 6pm. The provider has early years professional status and the staff members hold appropriate early years qualifications at a minimum of level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Johanna Holt

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, the provider and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the provider 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 group activity with the provider.
- Parents shared their views on 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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