

Inspection of Billy Bears Nursery

Browley Road, Shirley, Solihull, West Midlands B90 4QP

Inspection date: 11 July 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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

Weaknesses in leadership and management have a significant impact on the quality of the children's care and education. The provider has failed to take action following a recent regulatory visit that resulted in Ofsted issuing a notice to improve. This means that the provider remains in breach of requirements. This lack of oversight and governance means that children are not safeguarded effectively.

Parents no longer enter the nursery to drop off and collect their children. They are met in the entrance area by staff, and there is time to share information about each child. Staff are welcoming, and the children enter the nursery happy and smiling.

Staff support older children's emotional well-being. They praise children's good behaviour and achievements. Children tell each other 'well done' and pat themselves on the back after a vigorous pirate song. They act out and follow the song. Staff model language well, and children excitedly follow to change their tone of voice and level of sound and alternate between 'soft' and 'loud', 'fast' and 'slow'.

Staff reassure and comfort younger children as they settle to sleep or show signs of tiredness. However, at times, the emotional needs of younger children are hindered by rigid routines. Very young children sit in highchairs without engagement for too long, and they become fractious and distressed while they wait for their meal.

Children begin to learn about suitable hygiene routines, and older children become independent in their own personal care. Older children practise washing their hands and learn about germs that they cannot always see.

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

- Leadership and management are not effective. The provider does not ensure that the requirements of the 'Statutory framework for the early years foundation stage' are met. This has led to several breaches in the safeguarding and welfare and the learning and development requirements. The provider has not put in place an effective programme of supervision, coaching and mentoring to support the manager in carrying out their role. The lack of suitable staff training and support means that some staff, including apprentices, have a poor understanding of their duty to safeguard children and deliver high-quality teaching. This means that children's individual needs are not met.
- The provider fails to meet the prescribed ratios as stated in the early years foundation stage. This is because there are too many children attending and too few staff. A shortage of suitably qualified staff means that apprentices who are

counted in ratios have not yet been provided with training, mentoring and support. They do not yet hold sufficient understanding of the educational programmes, including how children learn. This is despite the manager's own conclusion that they should not be left unsupervised. As a result, staff struggle to meet the individual care and educational needs of the children attending. Teaching is inconsistent and, at times, poor.

- The manager has a basic understanding of the curriculum and what she intends to teach children. However, staff do not show the same level of understanding and do not implement the curriculum effectively across the areas of learning. This results in gaps in children's learning across the full range of the educational programmes. As a result, not all children are being taught the skills they need to make the best possible progress from their starting points.
- Recent staff changes mean that some staff work with children that they do not know well. Activities are mundane and repetitive. They do not focus well enough on the individual needs of the children attending. Babies lack a wide range of stimulating activities that are differentiated for their age and stage of development. At times, this leads to children wandering without purpose or being held for long periods. Sometimes, equipment hinders the children's play space so they are not able to freely move and explore.
- Children begin to understand their own feelings and the feelings of others. They take turns and share with others. Simple rules help older children to recognise that their own behaviour has an impact on others. They recall the 'golden rules' during group times and comprehend what is acceptable behaviour.
- Children develop their physical skills as they run and climb outdoors in the fresh air. They practise balancing on low-level wooden blocks. They build a tower with large bricks. However, at times, staff do not allow children to think for themselves and are too quick to complete the task. This means that children are not always able to make their own choices in how they play.
- Older children practise cutting with scissors, building their fine motor skills. They take part in activities to prepare them for their transition to school. They remember the colour of their uniform and use picture templates to add colour. However, there are too few times where children can represent their own creativity, as activities can be restrictive. Babies' emerging language is supported as staff sing and repeat sounds back to the children. Children follow simple actions to rhymes.
- Parents report that they are happy with the care their children receive at the setting. They have access to an online app that informs them about their children's activities and routines. They know the staff at the setting but do not know their child's individual key person.

Safeguarding

The arrangements for safeguarding are not effective.

Significant weaknesses in some staff's knowledge and understanding of the wide range of different types of abuse mean that children are not safeguarded effectively. They do not recognise the signs and symptoms that may indicate a

child is more vulnerable to abuse. In addition, they are unclear about the procedures to follow if they have a concern about a member of staff. Daily risk assessments are used to consider any hazards to children in the environment and action that may be needed to keep children safe. The premises are secure, and there are suitable arrangements to monitor the arrival and departure of parents and visitors to the setting.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure staff-to-child ratios requirements are consistently met to meet the needs of all the children	04/08/2023
ensure that only those staff and staff working as apprentices aged 17 or over are included in ratios if they are suitable, competent and responsible	04/08/2023
train all staff to understand your safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues	04/08/2023
ensure that support, coaching and training for all staff, including apprentices, provide them with a good understanding of how to plan and conduct activities in line with the curriculum and meet the individual needs of all the children attending	04/08/2023
put appropriate arrangements in place for the supervision of all staff, including the manager, to receive support and coaching to improve their personal effectiveness	04/08/2023
ensure that the key person tailors every child's learning and care to meet their individual needs	04/08/2023

inform parents and/or carers of the name of the key person, and explain their role, for children attending your setting.	04/08/2023
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To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that the curriculum is consistently implemented across the educational programmes to provide children with the skills they need to acquire to make the best possible progress	01/09/2023
ensure that planning is effective and delivers quality learning experiences for all children to stimulate their interests and respond to each child's emerging needs.	01/09/2023

Setting details

Unique reference number	2606519
Local authority	Solihull
Inspection number	10302087
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	90
Number of children on roll	74
Name of registered person	Heart of England Young Men's Christian Association
Registered person unique reference number	2606518
Telephone number	0121 744 2332
Date of previous inspection	14 December 2022

Information about this early years setting

Billy Bears Nursery registered in 2020 and is located in Solihull. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one holds an appropriate qualification at level 2 and three staff are unqualified. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- The inspector discussed any continued 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 manager and inspector conducted a learning walk together and discussed how they organise the early years curriculum across the ages of the children attending. The inspector also considered the safety and suitability of the premises, including the measures taken to minimise risks to children.
- The inspector observed the quality of education being provided, indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke to children and staff at appropriate times during the inspection and took account of their views. She observed their interactions throughout the inspection.
- A sample of parents was spoken to, and the inspector took account of their views and experiences at the setting.
- A meeting was held with the manager to discuss the leadership and management of 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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