

# Inspection of Greenlane Little Tots Ltd

460 Green Lane, Small Heath, Birmingham B9 5QJ

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Inspection date: 13 October 2023

## **Overall effectiveness**

## **Requires improvement**

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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

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The manager has made significant improvements since the last inspection and practice has improved. Children's safety is assured because the premises are safe and secure. Staff have the required qualifications to meet the care needs of children attending. However, the quality of the provision is not yet good. Staff are very new to the setting and although they are developing within their roles, the quality of their teaching is variable. Staff are not fully implementing a curriculum that is adapted to meet the individual needs of all children to help them build on their prior experiences. This means that some children are not supported to make the progress of which they are capable.

Children settle into their play well as they arrive. They are happy and have built sound relationships with their key persons, who take the time to get to know them. Key persons are beginning to assess children and identify their next steps for learning. However, their interactions are not consistently good enough to engage children in purposeful learning. Children do not often have time to fully develop their thoughts and ideas. In addition, the organisation of routines, environments and resources means that, at times, children wander around, not knowing what to do. When children do play independently, they enjoy themselves. For example, children enjoy manoeuvring the cars around the play mat and play imaginatively with their friends.

Children's behaviour is good and staff have placed a lot of focus on helping children to express their emotions and talk about how they are feeling. Children are beginning to resolve their own conflicts. They understand behaviour expectations and are becoming resilient. Children have made sound progress in this area. Staff support children's emerging language and children are gaining the confidence to make their needs known. Children who speak English as an additional language are making good progress with developing their understanding and speaking in English.

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

- The manager has worked hard with the provider and the local authority. She is knowledgeable and committed to raising outcomes for children. The manager has been focusing on staff induction to ensure that they understand their roles and responsibilities. Meetings and supervisions have been targeted on improving aspects of the provision that led to their previous judgement. However, supervision, coaching and training is not yet fully effective in raising the quality of teaching and staff interactions. Staff do not always consider when it is appropriate to sit and listen to children to help them to develop their thoughts and ideas.
- Staff have introduced new routines so that children are beginning to learn what

is happening now and next. However, the organisation of the overall routines, environments and resources means that there are occasions throughout the day where children flit around looking for things to do. They have to wait while staff get some resources out. This means they cannot freely make choices in their play and lead their own learning. When children show an interest in books, they have to wait until a member of staff takes them to get a book, because this area cannot freely be accessed. This, at times, disrupts children's learning.

- Key persons know their key children well. They are building a picture of children's development through assessment and observations. However, they do not consistently use this information to implement a curriculum that is ambitious and challenging for all children.
- Staff sit with children and read to them. They talk about the stories and ask children to recall what they know. This helps children to develop their vocabulary and understanding. Staff spend time throughout the day singing with children and most children excitedly join in with these sessions. Staff sit and talk to children throughout some activities to extend their learning. For example, when older children show an interest in writing their name, staff sound out the letters and children are proud to have a go at writing.
- Children's physical skills are developing well. Staff provide 'wake and shake up' activities every morning. They take children to the park so that they have opportunities to use large apparatus and develop their large muscles. Staff plan activities to help children to develop their fine motor skills. For example, children enjoy using the cotton buds to make dots and marks on their paper and enjoy using scissors and tools to mould and create with dough.
- Children are encouraged to pour their own water and serve their meals. They use the toilet and wash their hands independently. All of this supports children to develop their self-help skills and manage their personal care routines. Children's good health is promoted and staff teach children about how to keep healthy and well.
- Parents speak positively about the provision. They talk about the improvements that they believe have been made and are happy with the progress their children make. However, not all staff are consistently sharing information with parents to support their children's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager follows safer recruitment procedures to ensure that staff are suitably vetted to work with children. Thorough induction procedures mean that staff are fully aware of their safeguarding responsibilities. They have completed mandatory training to ensure that they know the current local procedures for reporting any concerns about a child, family member or member of staff. Staff are alert to the signs and symptoms of abuse and know the areas of abuse that may be more prevalent within the community. The premises are safe and secure and no unauthorised persons can gain access. Staff complete daily risk assessments to ensure that children are safe and not exposed to any risks.

## What does the setting need to do to improve?

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

	<b>Due date</b>
support staff to develop the quality of their teaching so that interactions are of the highest quality to raise outcomes for all children.	19/01/2024

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

- consistently implement a challenging curriculum so that every child is supported to build on their prior knowledge and make good progress across all areas of their learning
- organise the environment, resources and routines so that children can freely move around and make choices in their play to help them focus more in purposeful learning
- improve partnerships with parents to help them to support their child's learning at home.

## Setting details

<b>Unique reference number</b>	2690679
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10299483
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Greenlane Little Tots Ltd
<b>Registered person unique reference number</b>	2690677
<b>Telephone number</b>	07578728065
<b>Date of previous inspection</b>	16 May 2023

## Information about this early years setting

Greenlane Little Tots Ltd registered in September 2022. It is located in Bordesley Green, Birmingham. The nursery employs five members of childcare staff. Of these, the manager holds an appropriate childcare qualification at level 6 and one member of staff holds a qualification at level 3. Two members of staff hold a level 2 qualification. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am to 3.30pm. The nursery also offers before- and after-school provision and a holiday club between the hours of 8.30am and 7pm. The nursery is in receipt of funding for early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emma McCabe

## 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.
- 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 told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 joint observations of group activities with the manager.
- 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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