

Inspection of Santos Day Nurseries

100 Birmingham Road, Great Barr, Birmingham B43 7AB

Inspection date:

31 October 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

Most children are happy and settled in the nursery. They separate from their parents with ease and form relationships with staff and their peers. Staff provide children with comfort when they need it, which helps them to feel emotionally secure.

The quality of education that children receive is variable. This is because children spend long periods of time sitting around waiting for lunch or snack, which impacts on the amount of time they have to play and learn. When there are opportunities to play, children do happily engage in some of the activities provided. Babies explore different textures as they play with gloop. Two-year-old children use brushes and other tools to make marks with paint and glue on paper. Older children joyfully play 'What's the time, Mr Wolf?' outdoors. They chant the words together and practise counting how many steps they take. However, staff do not always consider what children need to learn next when planning activities. Therefore, these activities often lack challenge, so children do not make as much progress as they are capable.

Children's independence is given priority by staff. They are supported to complete tasks for themselves, such as putting their own coats on. Children develop their coordination skills as they use utensils to serve their own lunches.

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

- Managers have some plans in place for children's learning. They have devised a curriculum that sequences learning from an early age. However, this is not yet ambitious enough to give children a breadth of experiences and the knowledge and skills they need in readiness for the next stage in their learning, particularly for younger children.
- Staff recognise the importance of children playing outdoors. Children enjoy the time they spend in the garden developing their physical skills. They learn to negotiate climbing equipment and move their bodies in different ways. Children show their confidence as they practise jumping and skilfully use the pedals on tricycles.
- Managers have recently devised new systems for staff to plan for children's learning. They intend to focus on children's next steps in their learning and ignite an early passion for books. Staff share books with children and sing songs and rhymes. However, this is still in its infancy and is not yet understood by all staff. Although staff plan activities that they know children will enjoy, they do not focus these enough on children's individual stages of learning to ensure they make good progress in their development.
- There are suitable arrangements in place to allocate children with a named key

person. However, due to recent changes, the system is not yet fully embedded. Sometimes, the deployment of staff means that children do not spend enough time with their key person. Although key persons know what children enjoy doing, they do not consistently have a secure understanding of their development to provide tailored learning experiences.

- Parents speak positively about the nursery. They praise staff, as well as the outings children take part in. Parents applaud the support staff gain from other agencies to meet children's individual needs. However, parents do not consistently receive clear information about who their child's key person is, or the next steps in their learning. This impacts on the continuity in children's learning outside of the nursery.
- There is a passionate and dedicated coordinator for children with special educational needs and/or disabilities (SEND). They understand how to identify and respond to any gaps in children's development. The coordinator swiftly implements targeted plans for children with SEND and liaises with other professionals in a timely way. This means that children with SEND receive the help they need.
- Children generally behave well in the nursery. Staff support them to follow instructions and understand their expectations. However, the routine does not always support every child's needs. During routine activities, some children become bored, and there is not always a choice for them to do something else. On occasion, this impacts on their behaviours.
- Staff receive frequent opportunities for supervision with leaders and managers. They comment that they feel well supported in their roles. However, managers do not yet monitor teaching and practice closely enough to identify and tackle weaknesses. Although staff access some training and professional development opportunities, these are not focused enough on helping staff to fully understand their roles and improve the quality of their teaching to promote the interests of children.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers understand their roles to safeguard children. Staff are alert to different safeguarding issues that children could be at risk of. They know how to identify and report any possible signs of abuse. There are robust procedures in place for the safe use of cameras and mobile phones. Staff understand their duty to report any concerns about inappropriate conduct displayed by adults. Managers implement rigorous procedures to ensure the safe arrival and departure of children. Risk assessment is used effectively to ensure that the premises remain safe and secure. Appropriate vetting checks are undertaken to assess the suitability of staff who work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
ensure that the supervision and monitoring of all staff identify and address weaknesses in teaching and practice and that professional development opportunities are provided to enable staff to fully understand their roles and responsibilities	15/12/2023
implement an effective key-person system that ensures staff understand children's developmental needs and build secure relationships with parents	15/12/2023
ensure that staff plan and provide consistently challenging and interesting activities and experiences that take account of children's individual needs and stages of development.	15/12/2023

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

- develop the curriculum so that it is ambitious for all children and they are supported to become well prepared for the next stage in their learning
- review the routine to provide children with more time and opportunities to become deeply engaged in their play and learning.

Setting details

Unique reference number	EY544159
Local authority	Sandwell
Inspection number	10314849
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 6
Total number of places	51
Number of children on roll	52
Name of registered person	Kaur, Harpreet
Registered person unique reference number	RP544158
Telephone number	01212387987
Date of previous inspection	19 October 2021

Information about this early years setting

Santos Day Nurseries registered in 2017. It is situated in Great Barr, Sandwell. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery employs 14 members of staff. Of these, one holds a qualification at level 6, one holds a qualification at level 5, 11 hold qualifications at level 3 and one holds a qualification at level 2. The nursery provides funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

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 deputy manager and inspector completed a learning walk to understand how the provision and curriculum are organised.
- The deputy manager and inspector completed a joint observation to evaluate the effectiveness of teaching.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Parents and children spoke to the inspector and gave their views of the setting.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact this has on children's learning.
- The inspector held a meeting with the deputy manager and the provider and looked at relevant documentation and evidence of staff suitability.

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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