

Inspection of Edgbaston Grange Day Nursery

227 Hagley Road, Birmingham, West Midlands B16 9RP

Inspection date:

21 December 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children appear happy and settle quickly when they arrive at the nursery. They confidently make choices about what they want to play with from the well-resourced environment. However, the quality of teaching is not consistently good. Staff are not certain about what children need to learn next to make good progress, so do not plan activities to support children's next steps in learning. Some learning intentions are not focused on a good enough understanding of each child's individual needs. This results in staff focusing on skills that children have already achieved. As a result, children become disengaged in learning and move away from the activity.

Despite this, staff's interactions with children have improved since the last inspection. Staff offer children emotional support, cuddles and comfort. They speak to children in a kind and considerate manner. As a result, children's emotional well-being is promoted, and children feel safe and secure at the nursery. Staff manage children's behaviour well. They gently remind children of the rules of the nursery. Children learn to share, take turns and cooperate with one another. Toddlers enjoy using their imaginations, cutting up toy food and pretending to make meals with this. Pre-school children enjoy listening to stories and respond well to staff's questions about the aliens and Santa in the story.

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

- The manager has made significant improvements since the last inspection. However, the quality of teaching continues to be an area for improvement. Staff plan a range of activities and experiences for children to engage with. However, these frequently lack challenge, resulting in children becoming bored and wandering away. This does not support children to make good progress in their learning.
- The key-person system is not consistently implemented throughout the nursery. When staff are absent or covering in other rooms, some children do not have a named key person to ensure their individual needs are met. In addition to this, the manager does not ensure staff are deployed effectively. There are not always enough qualified staff available to work with babies.
- Staff do not always follow appropriate hygiene routines. They do not ensure that babies' hands are cleaned before they eat their snack. In addition to this, when staff wipe children's noses, they do not wash their hands afterwards and continue to carry out their role, including feeding children meals. This does not support children's good health.
- Managers ensure that they use additional funding to support the needs of children. For example, they offer children one-to-one support where needed. The special educational needs coordinator uses advice and guidance from other

professionals to help plan for children's needs. However, the weaknesses within the consistency of teaching impact on all children attending.

- The manager ensures staff well-being is supported. Staff now receive regular supervisions and have attended recent training. Staff comment that they feel supported and valued in their roles.
- Children are encouraged to help look after their environment. For example, staff ask children to help tidy away the toys and resources before they go to the dining room for lunch. Children eagerly help with this task and appreciate the praise they are given by staff.
- Children's physical skills are promoted well. Babies are supported to practise their emerging walking skills as they move around the room supported by staff. Older children practise physical skills as they join in with music and song sessions where they learn to move their body to the various actions.
- Parents comment positively about how the staff offer support to their family. They appreciate the regular updates received via the online app. They express how happy their children are attending. Managers organise parent events, such as a recent Christmas craft evening. This helps parents to become involved with their children's time at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have completed relevant safeguarding training to ensure their knowledge is up to date. They have a good understanding of the procedures to follow to share concerns about children's welfare or about inappropriate behaviour displayed by other members of staff. The manager follows robust recruitment procedures. All staff have been checked for their suitability to work with children. Effective risk assessments are used to ensure that the premises are safe and suitable for children. Any hazards within the environment are swiftly identified and removed or minimised. The manager ensures that staff qualified in paediatric first aid are available and on the premises at all times. This helps to keep children safe.

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
improve staff understanding of the curriculum to help them to focus on what children need to learn next, to ensure that activities are suitably challenging for all children	01/02/2024

ensure that an effective key-person system is implemented to ensure children's individual needs are met at all times	12/01/2024
ensure the qualification ratio requirements are maintained at all times	12/01/2024
ensure that hygiene procedures promote the good health of all children.	12/01/2024

Setting details

Unique reference number	EY284917
Local authority	Birmingham
Inspection number	10306085
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	105
Number of children on roll	33
Name of registered person	Edgbaston Grange Day Nursery Partnership
Registered person unique reference number	RP524259
Telephone number	0121 455 6080
Date of previous inspection	13 July 2023

Information about this early years setting

Edgbaston Grange Day Nursery registered in 2004. It is located in Edgbaston, Birmingham. The nursery opens Monday to Friday for 51 weeks per year. Sessions are from 7.45am until 6pm. There are nine members of staff employed. Of these, one holds a qualification at level 6, six 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

Amanda Tompkin

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 completed a learning walk with the manager to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in 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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