

Inspection of Oxford Day Nursery

35 Sherbourne Road, Acocks Green, Birmingham B27 6DX

Inspection date: 29 January 2024

Overall effectiveness

Inadequate

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

The provider does not have effective oversight of the nursery. There are breaches in requirements that impact on children's safety and learning. The manager does not ensure that at least one member of staff who holds a current first-aid certificate is on the premises at all times. This puts children at risk in the event of an accident.

Children do not benefit from an ambitious curriculum that is appropriately sequenced to help them to build on what they know and can do. The key persons do not tailor activities to help support children's next steps in learning. This includes children with special educational needs and/or disabilities (SEND). As a result, children are not supported to make progress across all areas of their development and gaps in some children's learning are widening. Staff do not have a sufficient understanding of children's developmental needs. This means that, at times, activities are too complex and this results in children losing engagement.

Children are generally happy, and they build friendships with each other. Older children show care and concern for younger children. Staff remind children how to behave and this helps them to learn expectations. Children benefit from daily opportunities to play outdoors and staff generally play with children to help them to develop some physical skills.

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

- Leadership and management are weak. The manager oversees two nurseries. However, the provider does not support the manager in her role to ensure that weaknesses in practice are addressed so that children are provided with good-quality care and education.
- There are times throughout the day when there is not a member of staff on site who holds a current first-aid qualification. This means that there is no one available to respond in emergencies and this puts children at risk of harm. Despite this, staff have a suitable understanding of their safeguarding responsibilities and know the procedures for reporting concerns about a child.
- Staff do not benefit from effective coaching, training and support to help them to understand how to implement a well-designed curriculum and promote the interests of all children. Staff do not recognise when activities are too complex. For example, children are encouraged to do simple addition sums before they have an understanding of numbers and counting. This confuses children and does not support them to make progress.
- The support for children with SEND is not good enough. Staff do not act swiftly enough to provide targeted support to help close gaps in children's learning.
- The key-person arrangements are not effective. Staff find out about children's

interests. However, they do not know enough about children's individual levels of development. This means that staff do not plan experiences that are tailored to meet the care and learning needs of all children. As a result, there are times when children become unsettled and disinterested in the activities offered, and this does not support them to show a positive attitude to learning.

- Staff spend some time singing and reading stories to children. However, they do not consider how they can further promote children's communication and language skills to help the youngest children to develop their vocabulary and gain the confidence to speak. For example, staff focus on teaching children letter sounds before they have any spoken words. In addition, staff do not consider the negative impact dummies can have on children's speech. This means that children who have little or no language are restricted from gaining the necessary skills to talk.
- The premises are safe and secure and staff carry out appropriate risk assessments to ensure that any hazards are identified and minimised. Staff are deployed effectively to ensure that children are supervised at all times.
- Staff support children's personal care. They help children to gain independence with managing their self-care skills, such as using the toilet independently and washing their hands before meals.
- Staff offer reassurance and cuddles when children become upset. This helps to ensure that children are comforted in a timely way. Staff are sensitive in their approach to managing children's behaviour. They offer gentle reminders to help children to share and take turns with one another.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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
support all staff, including the manager, to undertake their roles effectively, and address weaknesses in practice to improve the quality of care and education that children receive	27/02/2024

provide effective coaching, supervisions and training, to help all staff to understand and implement a sequenced curriculum that promotes the interests of all children	27/02/2024
ensure that there is always at least one member of staff on site at all times who holds a paediatric first-aid certificate	27/02/2024
ensure that targeted intervention is put in place to support children with special educational needs and/or disabilities to make swift progress and close gaps in their learning	27/02/2024
improve the key-person arrangements so that all staff provide care and learning experiences that are tailored to meet the individual needs of all children	27/02/2024
support children to develop strong foundations for learning, and improve the curriculum for communication so that all children are encouraged to develop their language and extend their vocabulary.	27/02/2024

Setting details

Unique reference number	EY427931
Local authority	Birmingham
Inspection number	10327350
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	1 to 4
Total number of places	60
Number of children on roll	38
Name of registered person	Inayat, Shezad
Registered person unique reference number	RP909530
Telephone number	0121 764 5535
Date of previous inspection	8 February 2022

Information about this early years setting

Oxford Day Nursery re-registered in 2011. The nursery employs six members of childcare staff, of whom four hold appropriate childcare qualifications ranging from level 3 to level 5. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery receives funding to provide 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 manager 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 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 spoke to the inspector during the inspection.
- 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 has on children's learning.
- The manager and the inspector carried out a joint observation during a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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