

The Nest Nursery

Pype Hayes Children's Centre, Gunter Road, BIRMINGHAM, B24 0RU

Inspection date	01/08/2013
Previous inspection date	03/06/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children thrive in this wonderfully vibrant nursery where they make rapid progress in all areas of their development. This is because the activities offered are exciting and staff's enthusiasm and expert knowledge inspire children to play, learn and have fun.
- Staff use their considerable skills to extend children's learning through effective questioning and careful listening, successfully capturing the enthusiasm and interests of all children.
- The fabulous outdoor play area greatly ignites children's interest and underpins their excellent engagement in learning. The wonderful facilities and resources enable children to thoroughly develop their senses, investigate and explore, and promote excellent levels of physical development.
- The nursery is exceptionally well planned and resourced. Toys and equipment are easy for children to access and move around as they choose, so that they can investigate and explore.
- Day-to-day management and professional supervision are of an exceptionally high quality and support ongoing improvements. Roles are clearly defined and there is a clear recognition of skills within the team which are used effectively to enhance the quality of care and learning for all children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the nursery playrooms, outdoor play area and mealtime routines.
- The inspector conducted a joint observation with the deputy manager of the provision.
- The inspector engaged with children, staff and parents.
- The inspector held discussions with the deputy manager of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at policies, procedures, accident records, attendance registers and risk assessments.

Inspector

Sally Smith

Full Report

Information about the setting

The Nest Nursery opened in 2009 and is registered on the Early Years Register and compulsory part of the Childcare Register. It operates from designated rooms within Pype Hayes Children's Centre, which is part of the Gunter Primary School complex in Pype Hayes, Birmingham. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, except for Bank Holidays. Sessions are from 8am to 6pm. There are currently 60 children on roll. The nursery supports children with special educational needs and/or disabilities, and for those who speak English as an additional language. The nursery employs 12 members of staff, all of whom hold appropriate early years qualifications at level 3. The manager has a degree in early childhood studies.

What the setting needs to do to improve further

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

- further enhance children's knowledge of growth, decay and changes over time.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching is highly effective because staff are confident in their knowledge of how children learn and develop. They create an extremely purposeful atmosphere and a wonderfully vibrant and stimulating environment. This means that children have exciting opportunities to learn, both inside and in the outdoor areas. Activities are demanding, yet pitched at the right level for children's differing abilities. Staff expertly plan activities linked to children's interests and needs, which promote high quality learning. As a result, children make rapid gains in acquiring new knowledge and skills and deepening their understanding across all areas of learning. All staff have very high expectations of what all the children can achieve, and activities are highly engaging and interesting. Resources are placed at children's level so that they can use these and move them around as their ideas unfold. This means children have many opportunities to explore, be imaginative and learn independently. Staff are skilled at knowing when to allow children to learn on their own and when to intervene and provide guidance and support. Staff observe and listen carefully to children and are effective in supporting them through questions and prompts, enabling them to develop their ideas and extend their thinking and understanding. Staff allow the children plenty of choice and freedom to decide on how an activity will develop. For example, children spend time building with blocks, creating their own structures and

designs. Several children choose to work independently, while others work in a group. Some children create very intricate structures, and one child explains that she has 'balanced' a block, demonstrating excellent coordination and control. Children focus on this, and many other activities they engage in, for increasing periods of time and often complete a task before moving on to something else. This helps them to develop their concentration. Wonderful use of questioning means that staff skilfully incorporate many aspects of learning into one activity.

Staff talk to parents about children's stages of development to establish their starting points. This, combined with their own observations, means they are able to quickly assess each child's capabilities and skills, and put plans in place to successfully build on and develop these. Staff regularly reflect, evaluate and share their observations, and these along with parental contributions, mean that each day's activities are planned very precisely. Staff have high expectations of what children are capable of achieving so that they all make the best possible progress. Children chat together happily during activities and enjoy playing and working together, but are equally happy engaged in self-chosen pursuits. They take turns in listening and many speak clearly and confidently in front of others. Children thoroughly enjoy the wide range of attractive books available. They sit and listen to stories with increasing interest, and staff ask questions to keep them engaged. A member of staff reads the title of a book in Hungarian and asks the children 'what language am I speaking?' Several children are correct in their response, recognising the different languages spoken within the nursery. They are attentive and enthusiastic as they listen, showing a very clear understanding of characters and the events in the story. Children often act out well-loved books, particularly on their 'forest school' exploits as they squelch through mud and clamber over logs in search of 'bears'.

Children take part in exciting activities when they visit the 'forest school'. Here they become in tune with nature and the world around them. Children experience a range of different weather conditions, but always dress appropriately so that they are comfortable at all times. They gather sticks to make dens, go hunting for insects and worms, and use their homemade rods out of wood to go fishing. Sticks also become an instrument as children tap them on tree trunks, slabs and stones and listen to the sounds they make. Photographs convey the sheer enjoyment of these experiences and the fun and laughter they have. For example, much hilarity prevails when a child catches a trainer rather than a fish. Children experiment with mud and clay. They add water so that they can mould the mixture to make faces, helping them to use their imagination and understand that these materials can be used in many different ways to create new effects. These investigations and explorations continue in their wonderful mud kitchen in the garden where their imaginations and creativity run amok. This is an area that proves hugely popular with children as they are lost in their own make-believe world, making a variety of concoctions and potions using whatever is close to hand. They experiment and test out their ideas as they add water, flowers and leaves to the mud, developing small muscle skills as they mix, stir, whisk and pour their mixtures into different sized containers. Language is introduced to develop an early understanding of quantity, capacity and size. They also use twigs, brushes, fingers and hands to make marks and pictures, helping to develop their early writing skills.

Children make rapid progress in their physical development because they are keen to be

active and on the go, especially in the wonderfully spacious outdoor areas. Much emphasis is placed on promoting children's physical development and there are always 'physical' words of the week. All children are encouraged to incorporate this particular movement when playing, for example, 'climbing' and 'travelling under'. Excellent opportunities are offered to children to run about exuberantly and test their skills in climbing, balancing and using different muscle skills to develop their coordination. They are very keen to learn and approach activities confidently and eagerly, using a range of equipment competently. For example, children dig and weed as they tend to their fruit and vegetables. They enjoy the smells from the herbs and use these in cooking to flavour their food. Children find a frog, name her 'Fredreca' and gently take her inside, where she becomes a 'pet' for the morning. Children use books to find out what she likes to eat and how she lives, helping to extend their knowledge of living things, before releasing her back into the wild. These activities provide fantastically well for children's physical learning. However, there is scope to enhance through further exploration of growth, decay and change, such as composting, to tie in with the nursery's ethos of recycling and sustainability.

Babies and young children are supported very well. Their learning environment, along with all areas in the nursery, is vibrant and stimulating. A wide range of resources and equipment are at the children's level so that making choices is easy. Treasure baskets provide much interest as children use their senses to explore the different objects inside. They have space to move their bodies freely as they roll, crawl and eventually learn to walk. Children who have special educational needs and/or disabilities are fully included and participate in all nursery activities. This is because they are given excellent support by staff who tune into their needs and work exceptionally closely with their families and external agencies to offer children the full range of support they require. Staff and children learn key sign language words so that all children can communicate with one another. Parents are overwhelmingly supportive of the staff and all that they do. Many speak of their children 'absolutely loving it' and say that the staff are 'amazing'. One parent spoke for many in saying that 'it makes it so much easier going to work in the knowledge that your child is happy. I feel comfortable and relaxed'. Another parent said 'I would recommend this nursery to everyone on the planet, it is the best by miles'. Overall, the nursery provides an excellent start in each child's learning journey and equips them superbly with the skills required for their transition to school and future education.

The contribution of the early years provision to the well-being of children

Children thrive well in this welcoming nursery. This is because of the extremely positive and welcoming atmosphere and the high quality relationships which staff establish with children. Each child has a key person, with whom they form very warm and close attachments. Key persons go to considerable lengths to get to know the children well, often carrying out visits and activities in the child's own home, working closely with their families. This means the key person is very aware of the unique characteristics of each child and their way of doing things that are very individual to them, particularly children with specific additional needs. Staff form exceptionally good relationships with parents and carers, listening carefully to their views and contributions regarding their child's care, learning and play. They use the information successfully to ensure transitions from home to nursery are smooth. Consequently, children settle well, grow in confidence, are eager to

try new things and participate in a wide range of indoor and outdoor learning adventures.

All areas of the nursery are imaginatively and creatively planned, and these are regularly reviewed. Staff are incredibly keen to create enabling environments and embark on visits to other settings to gain ideas. They recognised that some areas within the nursery were not working or being used effectively by children. Staff observed and listened to ideas on these visits and, as a result, creating space and removing barriers with the nursery has been a focus. They also consulted children and parents and there are now more spaces for children to play and work independently. Improved access, flow of movement and areas of interest mean children can investigate and explore. The impact has been tremendous, in that the nursery has become a calmer, yet industrious learning environment. Children are extremely well behaved because they have freedom to do as they choose and follow their own interests. They are busily and positively engaged in a very wide range of highly suitable activities, with excellent resources. Expectations, routines and boundaries are very clear, consistent and fair. Children learn and play together extremely well. They take turns with others and consider others' ideas and suggestions. On the rare occasion when this is not the case, staff gently intervene to offer explanations, such as why it is fair that all children have an equal number of building blocks. This helps children in learning to understand what is socially acceptable. Children rest and sleep as they choose with younger children crawling into their beautiful 'dream coracles' to take a nap, helping to promote their independence from an early age.

Staff are very positive role models and everyone is treated with care and respect in the nursery. Children talk and learn about various cultural celebrations and events. Numerous pictures, posters and photographs are displayed to reflect diversity, and dual-language books help children to understand how different styles of print and text convey the same meaning. This helps children who speak English as an additional language to see their home language throughout the learning environment. Staff regularly use various forms of non-verbal communication, such as a visual timeline, sign language or single words, to assist children who may require additional support.

Staff have undertaken work and training with a nutrition and physical development team. This has contributed further to the already healthy ethos the nursery promotes. Staff place great significance in the value of physical play and a healthy diet in promoting all aspects of children's learning and development. Meals are carefully devised to ensure they are healthy and nutritious and provide a balanced diet for children. They include all major food groups, which staff recognise as being important in ensuring children grow up healthy and strong. Children have a varied menu which takes account of cultural influences from around the world. They thoroughly enjoy their food, eating everything heartily. Meals are beautifully presented, where children eat off china plates and food is served from china serving dishes. They use proper cutlery and vases of flowers adorn the tables, helping to create a very inviting and homely environment. Children eat their lunch sensibly while demonstrating excellent table manners and much respect for one another and the adults who help them. Staff focus extremely well on developing the skills children need to sit, eat and socialise alongside each other. They contribute greatly to the progress children make as they develop personal and social skills, and an understanding of the importance of eating healthily. As a result, children are extremely well prepared for their next stage in learning and when they move on to school.

Children demonstrate that they feel safe within the nursery, approaching staff for reassurance and comfort and asking for help when required. They show an advanced sense of safety for their age and learn to take measured risks, for example, they use peelers to whittle sticks into fishing rods on their 'forest school' trips. While playing here, they negotiate their own boundaries, tying ribbon around trees to outline where these boundaries are. They know that they must go beyond these when playing and exploring. When playing in the garden, they confidently negotiate the rock face, finding footholds and prominent rocks to hold onto as they climb up and manoeuvre down. They know what to do and master these skills confidently, requiring very little intervention from staff. Older children move sensibly and confidently during more formal physical sessions in the hall. They show very good spatial awareness as they learn to stand in a circle and hold their arms out without touching anybody.

The effectiveness of the leadership and management of the early years provision

The nursery takes their responsibility in protecting children very seriously and is vigilant in ensuring that all necessary policies and procedures are in place to protect children from harm. They are fully aware of signs or symptoms of abuse that may alert them to any child protection concerns. Staff are confident to report these independently to the relevant agencies, should the designated safeguarding officer not be available. They recognise their responsibility in ensuring that their colleagues behave in a professional and responsible manner and the action to take should this not be the case. The nursery's arrangements for safeguarding children are clearly outlined to parents and carers so that they are aware of the staff's and their own responsibility in protecting children from harm. Risk assessments are undertaken, which are comprehensive and thorough. Prompts around the rooms are a constant reminder to staff of the action they must take in order to make areas and activities safe for children to use. A generic risk assessment for the nursery is regularly reviewed, particularly in light of any issues where hazards have been identified to ensure that appropriate action is taken swiftly. All new equipment is risk assessed ensuring that it is safe for children to use. An audit of accidents and incidents is undertaken to ascertain whether there are any themes or patterns emerging that require attention. Staff wear wrist monitors and these, along with various monitors placed around the garden, determine the strength of the ultraviolet rays from the sun. This indicates when children need sunscreen, regardless of the time of year. Staff demonstrate that they are fully committed to the safety of children at all times. They ensure that correct ratios are maintained, both inside and outside, so that children are safe and well cared for. Staff recruitment is robust to ensure that all staff have the necessary skills and are suitable to work with children.

Teaching and staff practice are monitored regularly and accurately by the manager and deputy. Feedback is provided so that staff can improve and refine their skills. All staff are encouraged to work autonomously and develop particular strengths and interests. They are given specific roles and responsibilities in recognition of their skills, and attend training to enhance their knowledge. For example, one member of staff is completing sign language training to support her in her role as the special educational needs coordinator,

while another member of staff has completed her level 3 in forest schools training. One member of staff now assumes the role of planning coordinator, which he has embraced most enthusiastically, and this transcends to all staff. Their enthusiasm in implementing the tablet computers and online journals has enhanced all aspects of observation, assessment and planning for children's learning and development.

The nursery has successfully maintained and built on the strengths identified at the previous inspection, and it goes from strength to strength under the excellent leadership of the manager. There is a clear sense of purpose from the manager about what she wants to achieve and where improvements can enhance the outcomes for children. She has created an exceptionally strong and dedicated group of staff who are totally committed to the ethos of the nursery in helping children achieve to the very best of their ability. Staff are firmly focused on providing exciting learning experiences for all children. Self-evaluation and reflective practice are used extremely well to maintain ongoing improvement. One of the main reasons for the nursery's exceptional success in all areas is that the manager's inspirational leadership encourages others to have the highest possible aspiration for themselves and the children. Regular training is key to staff's extensive knowledge in all aspects of children's development. As a result, all staff are highly motivated and skilled in providing a stimulating and challenging environment in which children flourish.

Highly productive partnerships have been established with parents and other agencies, and these are a strength of the provision. Parents speak with confidence and pleasure about their child's personal development and how staff take time to share information in a variety of formats. Excellent links with a wide range of outside agencies ensure the best possible support to further enhance all children's learning and personal well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY402935
Local authority	Birmingham
Inspection number	918285
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	60
Name of provider	The Nest Nursery Limited
Date of previous inspection	03/06/2010
Telephone number	01214 644252

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

