

# Inglenook Nursery

Inglenook Nursery School, 619 Pershore Road, Selly Park, Birmingham, West Midlands, B29 7HA



## Inspection date

Previous inspection date

11 November 2015

25 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The well-qualified staff use their skills and knowledge effectively to help children learn. Staff are enthusiastic and experienced. They often join in with play activities and know when to allow children to develop their own ideas.
- Staff in the baby room ensure children have many opportunities to explore materials, helping to promote their sensory learning well. Staff talk consistently with these younger children. This is consistent with practice throughout the nursery, enabling all children to develop good skills in speaking, listening and understanding.
- Staff carry out regular observations of what children do and know, to plan for their next steps in learning. The manager regularly monitors the achievements of groups of children, including those who speak English as an additional language. All children make good progress from their starting points.
- Children receive clear messages about healthy lifestyles. They enjoy freshly-cooked, balanced meals and healthy snacks, and learn the reasons for drinking water regularly. Children enjoy play in the garden and develop many physical skills. They learn to keep safe as they try out large play equipment.
- Parents trust the staff to look after their children. They think that the staff nurture children exceedingly well in the homely, child-centred nursery.

### It is not yet outstanding because:

- Sometimes, staff miss opportunities to help children solve problems and make connections during play activities.
- The manager does not always monitor staff to ensure they have a clear understanding of where to make improvements in their personal practice, including teaching.

## What the setting needs to do to improve further

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

- provide opportunities for children to practise skills in solving problems and making connections during play
- strengthen supervision arrangements so that staff receive more support to enhance their good practice, including their teaching skills.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the setting's self-evaluation.
- The inspector spoke with the manager, staff and children, and read written feedback from parents on the day of inspection.
- The inspector observed learning and play activities indoors and outside. The inspector carried out a joint observation with the manager.

### Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers have a good understanding of the legal requirements. All staff are well informed about their responsibilities to protect children. The manager and staff implement procedures rigorously, to help ensure children's welfare is effectively promoted at all times. The arrangements for safeguarding are effective. Managers regularly monitor the running of the nursery and identify where improvements can be made. The partnerships with parents are extremely strong. Written feedback from parents includes comments, such as, 'Staff are exceptional in balancing work with play. They effectively introduce elements from the real world and combine them with a friendly and safe environment'. Overall, staff have opportunities to discuss their performance and professional development. A senior member of staff has completed training in behaviour management and supports all staff in promoting children's good behaviour effectively.

### Quality of teaching, learning and assessment is good

Staff provide a wide range of stimulating activities and children enjoy their learning experiences. Staff understand how to motivate children. They give lots of praise and effective support during activities. They listen attentively when children talk and follow their lead to extend learning. Staff work well with children's imaginative skills and introduce new ways of using equipment, so that children's understanding is further developed. Staff skilfully integrate recognition of colours, letters, numbers and shapes during activities. They effectively adapt activities to children's needs. Babies make track marks and older children write letters of their names, using the different materials provided for play. Staff allow time for children to repeat what they do and this helps to reinforce their learning. Children have opportunities to increase their skills and they confidently interact with staff while they learn and play. Children's awareness of the wider world around them is sensitively promoted. For example, as they participate in the silent observance of past events.

### Personal development, behaviour and welfare are good

Children's emotional well-being is promoted substantially because they form strong bonds with key persons. All children develop good self-help skills. Children aged two years choose their own cups and plates at mealtimes and pre-school children take responsibility for selecting their fruit from the snack table. Children's self-awareness is fostered fully. Babies can see their reflection in low-level mirrors and the work of older children is displayed around the rooms. Key persons communicate consistently with parents to ensure children's needs are effectively met. Children are well prepared for the next stage in learning. A settling-in period is organised for children before they move to other rooms. Children have a real sense of belonging as they move through the nursery.

### Outcomes for children are good

Children, including those who are in receipt of funding are well prepared for their learning at school. Children are eager to learn and develop essential skills for the future.

## Setting details

<b>Unique reference number</b>	EY231990
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1028157
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	55
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Nadia Dowell-Lee
<b>Date of previous inspection</b>	25 January 2013
<b>Telephone number</b>	0121 471 1389

Inglenook Nursery was registered in 2002. The nursery employs eight members of childcare staff. All hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round, except bank holidays and the first two weeks in August. Sessions are from 7.30am to 6pm. The nursery provides funded early education for three-, and four-year-old children. It supports a number of children who speak English as an additional language.

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