

The Nest Nursery Wood End

118 Wood End Road, Birmingham, B24 8BJ



Inspection date

8 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders and managers have an ambitious vision for the nursery. They envisage that all children, regardless of their starting points, can fulfil their potential. Staff understand this fully and provide a thoroughly child-centred environment where the atmosphere is calm and nurturing. This supports children to make excellent progress.
- Leaders and managers research extensively to find highly effective ways of promoting children's learning and care. They create a 'can do' culture that empowers staff who are passionate about their work and have very high expectations of themselves. This is reflected in their openness to new ways of working that enable them to plan in the moment to promote children's learning.
- Leaders and managers meticulously use assessment information to monitor the progress of diverse groups of children in the nursery. Highly skilled staff then use tailored strategies to meet children's individual needs and to close gaps rapidly.
- Children have immense freedom to develop their natural curiosity and to explore their surroundings. A wealth of exciting resources is within reach indoors and outside. Children choose activities according to their preferences, such as testing equipment, to develop their physical skills outside. They also have options to rest and be quiet within the cosy areas indoors.
- Partnerships with parents are outstanding. Parents enthuse about the exceedingly high quality of service and the commitment of staff. They are actively involved in their child's learning from the start and receive consistent progress reports. They value the work of staff immensely. Parents contribute resources and time to support children's learning and play.

What the setting needs to do to improve further

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

- review the impact of the planned changes to snack time and assess the impact of this on children's outcomes.

Inspection activities

- The inspector had a tour of the premises with the provider and the manager.
- The inspector observed teaching and learning activities indoors and outside. The inspector carried out a joint observation with the provider.
- The inspector reviewed evidence of the suitability and qualifications of staff working with children and the nursery's self-evaluation form.
- The inspector spoke with parents, children and staff on the day of the inspection.
- The inspector held meetings with the provider and the managers.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Leaders and managers give top priority to the safety and protection of children. All staff who work on the premises have a thorough understanding of child protection procedures. Security is robust and staff undertake first-aid training annually, so that they maintain high levels of proficiency to deal with injuries. Self-evaluation is continuous and comprehensive with all aspects of the nursery included. Staff regularly observe the teaching and learning activities of colleagues. They provide valuable feedback on where improvements can be made to sustain the excellent levels of teaching. Extensive partnership working with other professionals and providers contribute tremendously to the quality of the provision to meet each child's needs.

Quality of teaching, learning and assessment is outstanding

Children make considerable progress in their development because highly experienced and well-qualified staff understand how to promote their learning. They are extremely attentive to children's play and support learning purposefully. Staff are adept at promoting children's thinking skills and enable them to find their own solutions. For example, children play imaginative games in which they search for hidden objects under logs and bushes. This reinforces their understanding of positional words. Staff provide high levels of challenge for all children to extend their abilities. They consistently praise children for effort and this encourages them to keep on trying. For example, disabled children and those with special educational needs persist in their efforts to use chopsticks. They have a real sense of achievement as staff applaud and acknowledge what they have done. More-able children sign themselves in by writing their names on the register. Staff use children's own experiences, such as the celebration of birthdays, to reinforce early number skills. Babies explore textures, including flour and rice, in which they make marks. All children's language skills are extremely well promoted through highly stimulating activities.

Personal development, behaviour and welfare are outstanding

Each child is acknowledged as an individual and treated with enormous respect. In turn, children learn to have sensitive regard for the needs of others and they are highly disciplined in their play. Children's well-being is superbly promoted and many enjoy cuddles while sitting on the laps of staff. Children's self-assurance is exceedingly well promoted as they choose what they want to do and direct their play. The manager has plans in place to change the routine of snack time, having identified it as an area for improvement. Nevertheless, it is a social occasion when staff sit and talk with children about healthy eating. All children develop high levels of independence.

Outcomes for children are outstanding

Children make remarkable progress from their starting points. Children in the baby room enjoy taster sessions in the large room in preparation for their move. All groups of children, including those in receipt of additional funding, develop essential skills for their move to school.

Setting details

Unique reference number	EY485570
Local authority	Birmingham
Inspection number	1002446
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	65
Number of children on roll	103
Name of provider	The Nest Nursery Limited
Date of previous inspection	Not applicable
Telephone number	0121 384 8096

The Nest Nursery Wood End was registered in 2014. The nursery employs 26 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 2, 3, 5 or 6, including one with Early Years Professional status and one with Qualified Teacher Status. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 7am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs. The nursery offers care for children who speak English as an additional language.

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