

Stanmore Day Nursery

83 Stanmore Road, Edgbaston, Birmingham, West Midlands, B16 9SU



Inspection date

5 September 2017

Previous inspection date

17 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff are experienced and well-qualified practitioners. They use their own observations of children and gather information from parents to plan a wide range of activities and experiences that stimulates children's interests and motivates them to learn. Children make good progress in their learning in readiness for school.
- The nursery environment is stimulating and rich in print. Children's photographs from home and their artwork are prominently displayed. This helps to develop children's sense of belonging and boosts their emotional well-being.
- The manager has built a close-knit team. Staff are ambitious, reflective and demonstrate a strong commitment to providing the best possible experiences for the children in their care. They work closely together and support each other to continuously improve outcomes for children.
- Partnerships with parents are strong. Effective two-way sharing of information with parents helps to ensure that they can extend their child's learning at home. Parents are very complimentary about the provision. They comment on the good progress their children have made in developing their speech, language and confidence.
- Children's safety and welfare are given a high priority. Staff carry out regular checks and keep the premises safe and secure to avoid unauthorised access to the nursery.

It is not yet outstanding because:

- The established procedures for evaluating staff teaching practices are not incisive enough. As a result, the arrangements for staff development do not focus sharply enough on consistently achieving the highest standards of teaching.

What the setting needs to do to improve further

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

- evaluate more incisively the impact staff teaching has on outcomes for children in order to focus staff development more precisely on raising the quality of teaching to a consistently outstanding level.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation and checked the qualifications and suitability of all staff.
- The inspector completed joint observations with the deputy manager.
- The inspector spoke to the staff, children and parents at appropriate times during the inspection and took account of their views.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have attended child protection training. They have a clear understanding of their responsibilities to protect children from harm, both in the nursery and elsewhere. Robust recruitment procedures and supervision arrangements help ensure that all staff are suitable to work with children. The senior management team checks children's learning and has good monitoring systems in place. This helps them to target where the most support is needed for children. Self-evaluation is ongoing. Staff and parents contribute to changes and are actively involved in reviewing the provision for the benefit of the children.

Quality of teaching, learning and assessment is good

Staff see children as unique individuals and support them well by taking into account their different learning and developmental needs. They provide a wide range of stimulating activities and experiences that matches children's preferences and interests. The youngest children develop their hand-to-eye coordination well during play. They throw and catch small balls and pour sand into containers. Two-year-old children enjoy exploring different textures, such as glitter and cornflour. Pre-school-aged children learn to make fruit salad. Staff use this opportunity well to help children recognise colours and shapes and explore the letters and sounds of the alphabet. This helps children to build on their awareness of similarities, size and matching, as they strengthen their developing mathematical skills. Children's perseverance and motivation are encouraged by the involvement of staff, who follow children's lead and model the use of language very well.

Personal development, behaviour and welfare are good

Throughout the nursery, children competently develop their own play ideas with good support from calm staff, who create a nurturing environment. Children relish the praise they receive for their efforts, achievements and cooperation, this effectively helps to raise children's confidence and builds their self-esteem. Staff work with parents from the start to foster their child's emotional well-being. Behaviour is good. Children are encouraged to be respectful, share, and take turns. This creates a positive environment for children to play and learn in. Staff involve parents when teaching children about the benefits of good hygiene practices, eating well and regular exercise. Through activities and discussions with staff, children have opportunities to learn about diversity and to appreciate the wider world beyond their own experiences.

Outcomes for children are good

Across the nursery, high priority is given to children's personal, social and emotional development. Children's move into nursery from home and moves between the rooms are planned well. They are confident, inquisitive and emotionally secure. All children are becoming confident communicators. Pre-school-aged children can articulate their needs very well. They have many opportunities to make marks using different media, such as crayons and paint. Children have the key skills required for their eventual move to school.

Setting details

Unique reference number	229018
Local authority	Birmingham
Inspection number	1087702
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	66
Number of children on roll	61
Name of registered person	Mrs Harjeet K. Mann & Mr Davinder S. Mann Partnership
Registered person unique reference number	RP523061
Date of previous inspection	17 February 2014
Telephone number	0121 429 1480

Stanmore Day Nursery registered in 1992. The nursery operates from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery employs 17 members of staff. Of these, seven hold appropriate childcare qualifications at level 3, seven hold appropriate childcare qualifications at level 4 and one member of staff holds an early years qualification at level 5. The nursery provides funded early years education for two-, three- and four-year-old children.

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