

Inglenook Nursery

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



Inspection date	14 September 2018
Previous inspection date	11 November 2015

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

The provision is good

- Management and practitioners are experienced and well qualified. They have a good understanding of how young children learn and develop. Practitioners provide children with a broad range of interesting and fun experiences. This ensures children make good progress in their learning and development.
- Children's behaviour is very good. Practitioners are good role models from which children learn about how to behave towards others. Children develop a strong sense of belonging and secure attachments with practitioners, promoting their well-being and independence very successfully.
- Practitioners teach children about the importance of a healthy lifestyle. Children are provided with healthy snacks and nutritious meals. They have access to drinking water, talk about fruit being healthy and play outside every day.
- Partnerships with parents are good. Parents are very complimentary about the nursery and their children's care and learning. They are fully informed about their children's progress and encouraged to be involved in their child's learning at home.

It is not yet outstanding because:

- Activities, particularly those planned for children who prefer learning outdoors, do not make the best use of the provision to challenge and excite children's learning.
- Practitioners' professional development is not yet specifically focused on raising the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- improve planning to make even better use of the outdoor area to further challenge and help those who learn best outside
- sharpen the focus on practitioners' professional development to raise the good quality of teaching to the next level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to practitioners and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the provider/manager.
- The inspector held a meeting with the provider/manager and looked at relevant documentation, such as a sample of policies and procedures, planning and development records, and evidence of the suitability of practitioners working in the nursery.
- The inspector took account of parents' written comments available on the day of the inspection.

Inspector

Jacqueline Nation

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Practitioners fully understand how to protect children from harm and take prompt action if they have any concerns about their welfare. Ongoing discussions and reflective practice provide a continued improvement of the quality of the provision. Vetting arrangements, supervision meetings and training opportunities ensure practitioners are suitable for their role. Practitioners use the information from parents about what their child already knows and can do to plan activities based around children's interests and needs. Observations are used effectively to focus on what children need to learn next. Children's progress is monitored closely to identify any gaps in learning and where children may need more support.

Quality of teaching, learning and assessment is good

Practitioners have a good understanding of how children learn and develop. Their good teaching skills help children develop and learn effectively. Practitioners promote babies' and young children's language skills through their good interactions with them during play and routines. Babies and younger children thoroughly enjoy sensory experiences and are curious and engaged in their play. For example, they run their hands through flour and look at the marks they make. Toddlers enjoy manipulating dough and use a range of natural materials, such as sticks, conkers and leaves, collected in a local park, to make their own creations. Practitioners promote older children's critical-thinking skills as they weigh, count and sort beads, and match shapes. Children practise writing numbers and begin to understand their marks have meaning. Children act out a favourite story using props and some children take on the role of storyteller in the book corner.

Personal development, behaviour and welfare are good

Children are happy, confident and enjoy their time at nursery. Older children talk to visitors about what they enjoy doing. Some children say they are excited and love their nursery. Practitioners recognise the uniqueness of each child in their care and are responsive to each child's needs. Effective settling-in arrangements make sure children and parents feel comfortable and reassured. Practitioners then work closely with parents to make sure children are socially and emotionally prepared for their transition to new rooms in the nursery. Older children take on the role of helpers and at lunchtime they work well together to set the table for lunch. Children enjoy socialising and develop positive relationships with their peers. They are resourceful and often make up their own games. Good links are also in place with the local school to support children as they move on to their next phase in learning.

Outcomes for children are good

Children are keen learners and make good progress in their development in readiness for school. Early literacy skills and mathematical development are promoted effectively. Children count with confidence, sort and measure and recognise shapes during play. They use their imaginations in role play as they pretend to cook food. Children develop good personal independence and learn about people and communities to help them understand the needs of others.

Setting details

Unique reference number	EY231990
Local authority	Birmingham
Inspection number	10061577
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	55
Number of children on roll	29
Name of registered person	Park Grove Private School Limited
Registered person unique reference number	RP549246
Date of previous inspection	11 November 2015
Telephone number	0121 471 1389

Inglenook Nursery registered in 2002. The nursery employs eight childcare staff. Of these, seven hold appropriate early years qualifications from level 3 to level 6. The nursery opens Monday to Friday, all year round, except for bank holidays and the first two weeks in August. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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