

# Fireflies Nursery

Station House, 11a Barrett Street, SMETHWICK, West Midlands B66 4SE



<b>Inspection date</b>	2 July 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

### This provision is good

- Managers are highly passionate about the nursery and staff are dedicated to their roles. Managers are highly qualified and all staff are well qualified. They successfully implement a range of records and documents that support the running of the nursery. This helps to promote children's learning, safety and welfare.
- Managers and staff are warm, friendly and caring. They get to know children and their families well from the outset. Staff sensitively meet babies and children's individual care needs. Children are settled, content and happy attending. Those in pre-school comment that this nursery is the best.
- The environment is bright and stimulating. The educational programme is broad and varied. Children are motivated to play, explore and learn.
- The nursery special educational needs coordinator is knowledgeable. The support for children with additional needs is excellent. Children with special educational needs and/or disabilities and those who speak English as an additional language benefit from highly targeted help. All children make at least good progress in their learning, including those in receipt of additional funding.
- The nursery is highly welcoming. Managers and staff find out about children's backgrounds, home lives and cultures. They value and celebrate children's diversity within the nursery. This helps to foster tolerance and acceptance.
- The environment is clean, tidy and secure. Staff carry out daily visual risk assessment checks, which helps reduce any potential hazards.
- Self-evaluation is good. Managers reflect carefully on the quality of the nursery. They are ambitious and have a clear idea of what they aim to further improve. This helps them achieve good standards of care and education for all children.
- Teaching is good. However, occasionally, staff do not offer children high enough levels of challenge within activities to help extend their learning as far as possible.
- Managers supervise staff and they benefit from a variety of training opportunities. However, there is scope to further enhance staff's professional development to build their confidence and elevate the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- provide children consistently high levels of challenge within activities to help extend their learning as far as possible
- enhance staff's professional development even further to build their confidence and elevate the quality of teaching to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery of a planned activity in the toddler room.
- The inspector spoke to staff and held a meeting with the nursery management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of all those working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

#### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff are suitably vetted for their roles. The nursery is well staffed and adult-to-child ratios are consistently maintained. Managers and staff have a strong understanding of child protection issues. They can identify different indicators of child abuse or neglect and know how to manage all concerns. Managers and staff have a good understanding of their key responsibilities. They benefit from a variety of training opportunities, including safeguarding. This has a particularly positive impact on the care provided. Partnerships with the local authority early years team, other nurseries and varied professionals are strong. This has a positive impact on the outcomes for children.

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

Staff routinely observe children and assess their progress. Staff make use of this information to identify the key next steps in children's learning. Staff plan and provide a range of activities that help to foster children's interests and stage of development. Babies enjoy painting and role-playing home experiences. Toddlers enjoy construction role play and messy play with paint and shaving foam. Pre-school children enjoy water play and making models out of play dough. Managers monitor children's progress carefully. They make good use of this to help narrow any achievement gaps. Managers and staff share two-way information with parents using a range of methods. This fosters good continuity in children's care and learning between the nursery and home.

### Personal development, behaviour and welfare are good

Staff promote children's physical well-being effectively throughout the nursery. Staff encourage healthy eating. They provide children with nutritional and balanced snacks and meals. They talk to children about the importance of eating well. Staff foster good hygiene regimes. They encourage children to keep clean throughout the day, including washing their faces and hands routinely. Staff promote exercise. Children are encouraged to take part in physical activities outside. They enjoy climbing and playing running games. Staff promote positive behaviours in the nursery. They use age-appropriate strategies to manage children's behaviour. Children learn to respect the basic boundaries that are set. Babies cooperate with routines, toddlers sit, listen and join in during small-group times, and pre-school children line up when asked and walk inside.

### Outcomes for children are good

Children gain the skills they need for their future learning and eventually school. Children build confidence and independence. They make choices about what they want to do and manage their self-care with relative ease. Children develop social skills. They learn to negotiate, share and take turns with minimal support. Children build communication skills. Babies babble and make sounds. Toddlers vocalise their wants and needs. Pre-school children can share their ideas. Children gain literacy skills. Babies enjoy sharing stories with their teachers. Toddlers experiment with making marks using varied materials. Pre-school children begin to learn that print conveys meaning. Children also gain mathematical skills. Toddlers sort objects by colour into groups and pre-school children count items up to five as they play.

## Setting details

<b>Unique reference number</b>	EY536590
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10089785
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	98
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Fireflies Nursery Limited
<b>Registered person unique reference number</b>	RP536589
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0121 269 0040

Fireflies Nursery registered in 2017. The nursery employs 16 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above, including six with qualifications at level 6 or higher. The nursery operates all year around. Sessions are available Monday to Friday from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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