

# Inspection of Little Swans Day Nursery

330 Yardley Road, Yardley, Birmingham B25 8LT

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Inspection date: 24 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff provide a bright and stimulating environment for children to learn and develop in. Children are happy and settled. They are interested and motivated learners who enjoy the exciting learning opportunities that staff provide for them. Older children are inquisitive and ask questions to extend their knowledge. They confidently engage in conversations with staff and other adults visiting the nursery. The managers and staff are genuinely passionate about the needs of children. They work well as a team and plan a curriculum that ignites children's interests.

Children benefit from a well-resourced outdoor play area, which helps to support their physical well-being and participation. They sustain high levels of concentration during activities, such as balancing on beams and pallets. Children develop their awareness of the importance of a healthy lifestyle. They manage their personal care needs and enjoy healthy snacks of fresh fruit.

Children grow in independence and take good levels of responsibility for managing aspects of their own play and development. For example, children choose toys freely, tidy away resources and take responsibility for small tasks. Children generally behave well. However, not all staff follow consistent strategies for helping children to learn why some behaviour is not acceptable and to understand what is expected of them.

### **What does the early years setting do well and what does it need to do better?**

- Leaders have a clear vision for the nursery. They are committed to offering an inclusive service. Key persons are knowledgeable about children's specific needs, such as those children with special educational needs and/or disabilities. They work closely with parents and other professionals to provide targeted interventions to help children to achieve to their full potential.
- Staff understand their role to work in partnership with other providers and do this successfully in supporting children's move to school. Systems to supervise and monitor staff performance are in place to help develop their knowledge and skills.
- Transitions into the nursery and between rooms are managed well. Staff work with parents to ensure their children settle with ease. For example, staff visit new children and their families in their home to help them get to know children. Gradual settling-in sessions help children to feel emotionally secure from the start. Staff working with babies, provide plenty of cuddles and reassurance to ease them gently into nursery life.
- Partnerships with parents are strong. Parents comment that staff speak to them daily and they are well informed about all areas of their children's development. They are delighted with the progress their children make.

- Funding is used well to help children to achieve. Staff get to know children and have a good understanding of their abilities. They play alongside children and join in with their play. Staff plan a range of adult-led activities to help enhance children's learning. However, staff do not consistently focus their teaching and interactions on what individual children need to learn next.
- Staff provide a language-rich environment that supports children's communication and speaking skills. Staff talk to children about what they are doing. This generates lots of conversation and interaction between staff and children. Early writing skills are developing as children make marks with a range of media, including chalks, paint and pencils.
- Children thoroughly enjoy the wide range of activities provided and they play with great enthusiasm. They learn about texture as they explore a wealth of messy materials, such as foam, pasta, sand and water. Staff teach children well through their interactions with them. They introduce children to mathematics as they play, helping them to count. Children enjoy playing with construction materials. Staff build on their learning as they introduce height, comparison and size.
- Staff encourage children from a young age to develop a real interest in books. Toddlers select books independently, turn the pages and point at the pictures. Staff engage children well as they animatedly read familiar stories. They provide props to enhance songs and stories. Younger children join in with familiar words and phrases and show good levels of engagement.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities to safeguard children. The manager ensures staff keep their knowledge up to date through regular training. Systems for staff to identify and report any concerns about children are thorough. Robust arrangements are in place to check the suitability of new and existing staff. The premises are extremely secure. For example, entry can only be gained to the main nursery and internal nursery rooms after staff have checked visitors' identity. This helps to keep children safe. Staff implement robust risk assessments to help reduce potential hazards to children.

## What does the setting need to do to improve?

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

- focus teaching more precisely on helping children to achieve their next steps in learning
- implement consistent strategies for staff when addressing children's behaviour and help children to learn what is expected of them and why.

## Setting details

<b>Unique reference number</b>	EY103338
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10124118
<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 to 4
<b>Total number of places</b>	124
<b>Number of children on roll</b>	165
<b>Name of registered person</b>	Boulton, Elaine Sheila
<b>Registered person unique reference number</b>	RP907147
<b>Telephone number</b>	0121 706 8889
<b>Date of previous inspection</b>	17 December 2015

## Information about this early years setting

Little Swans Day Nursery registered in 2001. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. There are 30 members of staff. Of these, 22 hold a relevant qualification at level 3 or above.

## Information about this inspection

### Inspector

Trisha Turney

### Inspection activities

- The inspector and nursery managers completed a learning walk across all areas of the nursery to understand how the curriculum is organised.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery managers.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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