

Inspection of Workplace Nursery

Council House, Freeth Street, Oldbury, West Midlands B69 3DG

Inspection date: 30 October 2019

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this very safe and inclusive setting. Staff and leaders plan and deliver an exceptionally rich and well-thought-out curriculum based on children's interests. Children are excited as they try new experiences. They thoroughly enjoy scooping out pumpkins and describe the texture as 'chunky, smelly and looking like cobwebs'. Staff use their expert knowledge to ensure all children are consistently busy. They provide an extremely wide range of exciting activities throughout the nursery. For example, children show great delight as they dress up as witches with their broomsticks. They mix potions as they re-enact the story about a witch and her friends who fly around on a broom. Children achieve their best possible outcomes and they behave extremely well. Staff are excellent role models and they have high expectations of children, who know right from wrong. Children use their manners exceptionally well and without prompting by staff. They are excited by the dinosaur area as they pretend they are eating leaves and flying through the sky. The dedicated staff team places children and their families at the heart of everything they do. They work unreservedly to meet the needs of all families to ensure that children learn the skills they need to succeed in life. For example, children are confident communicators, self-assured and independent. All children are exceptionally happy and well settled.

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

- Teaching is consistently of a very high level. Staff are highly responsive to children's learning needs. Children and parents are actively involved in this process. For example, parents join in activities with children. They attend Diwali activities and staff encourage parents to continue the learning at home.
- Staff plan activities that are stimulating, ensuring high levels of engagement and enjoyment for children of all ages. Older children speak with excitement about their experience of making potions, scraping out the pumpkins and decorating the witch's hat. Others enthusiastically talk about characters and scenery in their favourite stories of the week.
- The learning environment is vibrant. Children take delight in the freedom that they have as they move around selecting what they want to play with. Resources are of high quality and used creatively and skilfully by staff to inspire children and bring learning to life. For example, during a phonics session, staff create a river scene and use resources such as small-world figures to develop children's understanding of syllables.
- The manager rigorously monitors staff performance and training needs to ensure all staff consistently develop their practice to the highest standard. She expertly identifies any weakness, resulting in changes to continually improve and sustain the exceptionally high standards of practice within the nursery.
- The behaviour of children is outstanding. Children are polite, well-mannered and

clearly understand what acceptable behaviour is. Children learn to show kindness and consideration and how to manage their emotions. All the adults in the nursery model this for them consistently.

- Staff have high expectations for all children's achievement. They work with parents of children with special educational needs and/or disabilities (SEND) exceptionally well to help ensure that their provision is all-encompassing. Staff and parents create detailed care and learning plans together and agree strategies that they will use to support children's needs.
- Children with SEND make excellent progress from their individual starting points. Staff make very good use of precise assessments of children's progress to help them build the skills and attributes they need for their future learning. Staff expect the best for all children. They identify gaps in children's learning and close them swiftly to ensure progress and development is accelerated.
- Children's early reading and writing skills are well developed. Many children are beginning to recognise the relationship between letters and the sounds they make to form words. They respond with excitement to stories and are keen to make up their own. Children develop a love of stories and enthusiastically make marks to represent writing.

Safeguarding

The arrangements for safeguarding are effective.

Staff talk with confidence about the indicators of abuse or neglect. They recognise that safeguarding is everyone's responsibility and are aware of procedures to follow should they be concerned about a child's welfare. Staff regularly attend training to further develop their expert knowledge and skills and to strengthen their understanding of their role in safeguarding children. They have increased their awareness of how to identify and protect children from extreme views and behaviours. The leadership team follows excellent recruitment and induction systems, to check the suitability of staff and ensure that they are competent in their role. They regularly complete robust supervision with staff which helps to identify specific training needs. Leaders and staff continuously evaluate and improve practice.

Setting details

Unique reference number	255159
Local authority	Sandwell
Inspection number	10069714
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	80
Number of children on roll	78
Name of registered person	Sandwell Metropolitan Borough Council
Registered person unique reference number	RP518842
Telephone number	0121 569 3165
Date of previous inspection	23 September 2014

Information about this early years setting

Workplace Nursery registered in 1991. The nursery operates from 7.30am to 6pm Monday to Friday, closing for bank holidays. The nursery employs 19 members of staff, all of whom hold childcare qualifications, from level 3 to level 6. The nursery supports children with SEND and children who speak English as an additional language. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Turner

Inspection activities

- The inspector went on a learning walk with the manager.
- The manager and inspector carried out a joint observation of an activity which followed children's interests.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The manager and the inspector held a meeting. The inspector looked at relevant documentation and evidence of suitability of persons working in the nursery.
- The inspector spoke to children throughout the inspection and observed their play in the indoor and outdoor environment.

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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