

Inspection of Halesowen Day Nursery Ltd

137 Hagley Road, HALESOWEN, West Midlands B63 4JN

Inspection date: 19 December 2019

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

What is it like to attend this early years setting?

The provision is good

Children confidently choose from a wide range of resources and activities that interest them. For example, babies delight and are focused as they explore and experiment with sensory balls and natural materials. They happily roll balls over the large triangle mirror and shake the balls for different sounds. Children are eager and motivated to join in with activities and approach their play with excitement. Children thoroughly enjoy their time at the nursery and make frequent requests for staff to join in their play. Staff use a good range of teaching strategies to help children to learn through a balance of adult-led and child-initiated play. Children enjoy playing with play dough. They use tools effectively to manipulate the dough and to cut out shapes. Children confidently name colours. Young children learn how to use scissors and cutters correctly to make snips and cuts in the play dough. Staff engage children well during planned and purposeful play. Staff act as good role models and help children to quickly understand expectations and boundaries. Children learn to share and take turns. They show high levels of self-confidence and have a good understanding of what is right and wrong. Children respond positively to the encouragement and praise they receive from the staff during their play. They have a good awareness of others around them.

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

- The manager gathers feedback from parents and children to help her to make positive changes to the nursery. Staff regularly share information with parents about their children's care and learning. For example, parents attend stay-and-play sessions and workshops. Parents say that staff give them ideas to extend their children's learning at home.
- The management team monitors staff practice carefully and provides them with good support and guidance. Purposeful supervision meetings and observations of practice support staff to develop their teaching skills.
- Staff plan for children's development and monitor the progress that they make. They have a good understanding of each child's individual needs and interests, and successfully help them to achieve the next steps in their learning. Children confidently explore exciting activities, such as the mud kitchen. They pretend to cook mud pies for tea. They learn to play cooperatively, solve problems and work together. Children make good use of the equipment to develop their physical skills as they learn to balance and play games.
- The learning environment and activities provided offer good opportunities for children to develop their early mathematical skills. However, occasionally, some staff do not make the most of opportunities to encourage younger children to count and recognise numbers during their self-chosen play.
- Staff support children to follow personal hygiene routines. For instance, they ask them to wash their hands prior to eating. The freshly cooked meals support

children's good health. Children enjoy the food and develop good table manners. They learn to use cutlery independently and capably serve themselves.

- Children enjoy handling books, listening to familiar stories, playing with musical instruments and practising their early writing skills. Babies independently choose books and confidently turn to staff to read to them. They babble as they point to the pictures.
- Staff support young children to develop their speech and language. For example, they always ensure they have eye contact when they talk to young children and model language clearly to ensure children learn how to pronounce words.
- Staff value children's backgrounds and cultures. They help them learn about and celebrate their differences, including religious festivals. Children benefit from staff using their bilingual skills to support them if they arrive at the nursery with no or very little spoken English. For example, staff read stories in children's home language and then translate the words into English.
- Staff work with parents and outside professionals to ensure that children with special educational needs and/or disabilities are supported well. They use individual programmes to ensure that children receive support that is closely matched to their needs.
- The manager and staff do not have fully effective arrangements in place to exchange information about individual children with other settings they attend, to fully ensure consistency in their care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager implements all policies and procedures effectively, including for accidents, behaviour management, complaints and whistle-blowing. The recruitment and induction processes are robust. All staff are suitably checked. Managers ensure that all new staff benefit from a comprehensive induction, so they have a clear understanding about their roles and responsibilities. Staff have a good understanding of how to keep children safe in their care. They have a good knowledge of the signs and symptoms of abuse and a broad understanding of wider safeguarding issues. There is a secure entry system in place and staff monitor people who visit the nursery. Staff complete regular risk assessments to ensure the premises are safe and secure.

What does the setting need to do to improve?

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

- enhance children's understanding of numbers and counting by making the most of opportunities for children to hear and use numbers in their play and learning
- implement systems that support an effective exchange of information with other settings that children attend, to promote continuity and consistency of care and

learning.

Setting details

Unique reference number	EY389904
Local authority	Dudley
Inspection number	10105846
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	45
Number of children on roll	82
Name of registered person	Halesowen Day Nursery Limited
Registered person unique reference number	RP906861
Telephone number	0121 585 0265
Date of previous inspection	2 May 2019

Information about this early years setting

Halesowen Day Nursery Ltd registered in 2009 and is located in Halesowen, West Midlands. The nursery opens on Monday to Friday, all year round, from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children. The nursery employs 20 members of childcare staff. Of these, 19 hold appropriate early years qualifications between level 2 and level 6. The owner/manager holds qualified teacher status.

Information about this inspection

Inspector

Nasreen Ghalib

Inspection activities

- The manager and the inspector undertook a tour of the nursery and they discussed how the nursery is organised.
- The inspector observed the quality of teaching indoors and outside, and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke to the staff, parents and children during the inspection and took account of their views.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of all staff working in the nursery.

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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