

# Inspection of Pioneers Nursery

1177 Coventry Road, Yardley, Birmingham B25 8DF

---

Inspection date: 7 January 2020

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle very quickly into this warm and friendly nursery. They separate from their parents with ease and eagerly find their name to register their arrival. Children are immediately engrossed with the wide range of activities on offer. Staff interactions enhance younger children's knowledge and skills throughout their play. For example, staff support children to learn new words as they pretend to cook in the play kitchen. Children behave well. They are aware of the 'golden rules' and learn to share, take turns and play cooperatively with their friends. Older children become confident communicators and engage well in conversations with staff and visitors. They talk about what they are doing or making, and describe colours and shapes in detail. Children develop less confidence in their independence as staff are sometimes too quick to complete tasks children can begin to attempt on their own. Younger children are keen explorers. Staff provide many opportunities for them to develop an understanding of textures, materials and capacity. For example, children use sand and water to fill and empty a variety of containers. Children thoroughly enjoy their time at the nursery. They have warm and affectionate attachments with staff and demonstrate that they feel emotionally secure.

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

- The nursery has a strong management structure and a dedicated team of staff who work hard to create a good-quality provision. Staff morale is high. They are well supported by owners and managers who value the staff and give them the time to complete tasks to help improve outcomes for children.
- Staff benefit from regular staff meetings and supervision sessions to help develop their skills. They attend all mandatory training and have a good understanding of their roles and responsibilities. However, there is room for the professional development of staff to be more precisely focused on helping them to develop their teaching skills to an even higher level.
- Staff know children well and provide a stimulating learning environment for children of all ages. They make observations of children's achievements and accurately assess what children know and can do. Staff use this information to provide activities that help children to take the next steps in their learning and development. Children make consistently good progress from their starting points.
- Children develop good early writing skills. They use a range of materials to make marks and pictures. Older children are beginning to form recognisable letters and numbers.
- Partnerships with parents are strong. Parents appreciate the care and time taken by staff to provide feedback about their child's learning. They are encouraged to be involved in their children's learning, for instance, through questionnaires, parents' consultations and home-learning opportunities. Parents are very

complimentary about the quality of care provided. They comment on the amount of progress their children make, particularly in developing their confidence and strong speaking skills.

- Staff work well with parents and other professionals to support children with special educational needs and/or disabilities. They contribute to assessments and attend multi-agency meetings to promote the best outcomes for children.
- Children learn about their similarities and differences. There is a strong focus on helping children to challenge stereotypes and learn about different cultures. This means that children develop a greater understanding and respect for communities and people beyond their immediate experience.
- Staff promote children's literacy skills well. Children enjoy handling books and listening to stories. Older children take books home to share with their parents and families. This means that children are beginning to establish early reading habits to help prepare them for the next stage of their education.
- Children learn about good hygiene routines and healthy food choices. They benefit from a range of nutritious meals and snacks. Children develop an understanding of keeping themselves safe, such as how to use scissors safely. Staff provide many opportunities for children to exert themselves physically and to be adventurous. This includes activities for children to play freely outside where they run and balance on tyres.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard and protect children. They attend safeguarding training and receive regular updates to ensure their knowledge is up to date. Staff can identify the signs of possible abuse and neglect. They know the procedures to follow in the event of a concern being raised. The manager follows robust recruitment and vetting procedures to ensure that all staff are suitable to work with children. Staff supervise children well and ensure a safe environment is maintained.

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

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

- focus professional development opportunities more precisely on raising teaching skills to an even higher level
- increase opportunities for children to develop their independence.

## Setting details

<b>Unique reference number</b>	EY546710
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10109057
<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>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Raffles Investments Limited
<b>Registered person unique reference number</b>	RP546709
<b>Telephone number</b>	01214391440
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Pioneers Nursery registered in 2017. The nursery employs six members of childcare staff, five of whom hold early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Trisha Turney

### Inspection activities

- The inspector and the manager 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 manager.
- 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 written 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020