

Inspection of Timbertree Neighbourhood Nursery

78 Valley Road, Cradley Heath B64 7LR

Inspection date: 1 July 2021

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

What is it like to attend this early years setting?

The provision is good

Children are happy and form close bonds with the staff. Babies eagerly crawl or walk to staff and return their smiles. Children who are slightly unsettled seek cuddles from staff and are quickly put at ease. Children and babies develop good levels of self-confidence. For example, babies gain a sense of adventure and experiment with different ways of using a slide, such as crawling down the ramp.

All children, including those with special educational needs and/or disabilities (SEND), make good progress and gain a secure foundation for their learning. Older children are well prepared for their move to school. For example, pre-school children discuss how a stack of blocks could represent a spoiler from a car, an airplane or a giraffe. They confidently express their ideas and understand that they can have different views to their friends.

Children are motivated to make new discoveries and learn. Babies explore a range of textures, such as soft jelly and crunchy meringues. They find out how dry sand changes when they add water to it. Toddlers enjoy sharing books. They talk about what they know about the night sky and how a telescope can help people to see the stars and moon. Children progress well with their communication and language.

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

- Leaders review the nursery effectively and work with staff to identify and address aspects of their practice where they can further improve. For example, they provided staff with training to help them to extend their skills and recognise how to adapt their teaching in response to children's play interests.
- Leaders and staff carefully monitor the progress that children make. Staff and leaders noticed that children's achievement in mathematics was lower following the COVID-19 (coronavirus) pandemic. They reviewed their teaching and increased opportunities for children to develop their mathematical knowledge. However, staff make some unnecessary observations of children that do not help them to purposefully check what children know and can do.
- Leaders and staff have a good understanding of how young children learn. They identify how to help children to progress in their learning from babies to pre-school. For example, younger children learn how to manage their personal care routines. Older children help with setting tables and cleaning away after lunch. Babies watch and listen with interest as staff talk to them about what they are doing. This includes scraping their plates at lunch and routines during nappy changing. However, leaders and staff have not identified where some areas of the learning for pre-school children can be sequenced even more precisely to provide further support or greater challenge.

- Leaders ensure that all children receive the early education they need. For example, they provided additional sessions for funded children who were unable to attend nursery due to the COVID-19 pandemic. Leaders and staff work closely with other professionals involved in children's care to plan targeted learning and individual support for children with SEND.
- Leaders and staff have developed strong partnerships with parents. Parents appreciate the support their children receive for their emotional security when they first start the nursery and when they move to the next room. Staff keep parents regularly updated about children's progress.
- Children learn how to behave well. Pre-school children have good social skills. They happily play together and know what is expected of them. They know how to take turns in conversations and talk enthusiastically about their experiences, and home lives. Younger children learn to share toys and wait for their turn.
- Staff support children's early literacy skills well. Toddlers experiment with different effects they can create as they make marks with paint. They make links with their own experiences and explain how they have made a rainbow. Pre-school children know about letters and their sounds and use some familiar letters in their writing.
- Staff support children's health well. They follow effective hygiene routines and teach children about keeping themselves and others safe and well. Children benefit from the nutritious meals and snacks the nursery provides them.

Safeguarding

The arrangements for safeguarding are effective.

Staff supervise children well as they play and complete regular risk assessments so that children are safe. Leaders keep up to date with their knowledge of safeguarding concerns and train staff to understand their safeguarding policy. Leaders and staff have a secure understanding of signs that a child might be at risk of harm. This includes being alert to and following up on concerns related to children when they stop attending the nursery. Staff understand wider issues relating to safeguarding, such as the 'Prevent' duty and extreme views. They know how to report any concerns about a colleague. Leaders follow safe recruitment procedures to check the suitability of staff.

What does the setting need to do to improve?

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

- help staff to use observations of children to check more purposefully on what they know and can do, in order to identify what they need to learn next
- give even more consideration to the learning planned for pre-school children to more precisely identify how their knowledge and skills can be built up over time.

Setting details

Unique reference number	EY562233
Local authority	Sandwell
Inspection number	10191239
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 at time of inspection	0 to 4
Total number of places	50
Number of children on roll	71
Name of registered person	Timbertree Neighbourhood Nursery Limited
Registered person unique reference number	RP562232
Telephone number	07931211796
Date of previous inspection	Not applicable

Information about this early years setting

Timbertree Neighbourhood Nursery registered in 2018. The nursery employs 15 members of childcare staff. Of these, 13 hold relevant early years qualifications at level 3. The nursery opens Monday to Friday from 7.30am until 6pm all year round. It receives funding to provide free early years education to two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the setting's documentation, including the safeguarding policy and suitability checks.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2021