

Inspection of Little Folks Day Nursery & Out Of School Clubs

42 Cape Street, BIRMINGHAM B18 4LE

Inspection date: 23 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 eagerly attend the nursery and quickly become engaged in their learning. They form close bonds with the staff and children who are new to the nursery quickly settle. They are well motivated to play and make new discoveries. Children access the equipment they need to paint pictures. They mix paint to form a desired colour. They pay close attention to detail and paint a trunk, and tail on an elephant.

Children make good progress from their individual starting points, particularly in their communication and language. They are well prepared for school. Children learn new words and understand the meaning, such as 'oval' and 'diamond'. Children who speak English as an additional language quickly gain the confidence to communicate with staff, other children and happily sing songs to themselves.

Children gain good levels of independence and learn about their self-care routines. They know how to thoroughly wash their hands to help stop the spread of germs. Children welcome the opportunities to complete everyday tasks for themselves. For example, when they cannot peel a banana from the top they try from the other end. They persevere until they succeed in the task.

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

- The provider gives all new staff the support and coaching they need to have a clear understating of their roles and responsibilities. Leaders effectively review the nursery and work with staff to identify, and address aspects of their practice where they can further improve. Recent training helped them to understand how they can further support children's mental health. Leaders regularly check the quality of teaching and children's learning and identify areas to develop. For example, they are looking at how they can enhance children's role-play areas to further extend their learning.
- Although there have been recent significant staff changes, the provider closely manages the nursery so children's individual needs and learning continue to be well met.
- Staff know about children's individual needs, interests and care routines. For example, they have detailed knowledge of children's health needs and any allergies. However, current arrangements for key persons to exchange information about children, when they are assigned a new key person, are not as thorough as possible. This means that some information about children's prior learning is not shared fully to help staff quickly know and address what each child needs to learn next.
- Staff and leaders monitor children's progress closely. Staff know what they want children to learn in the long term. However, some staff do not use what they

know about children to prioritise what they want them to learn next. This means that, on occasion, teaching is not matched precisely to a child's stage of learning and in areas where they need even more support.

- Staff have a strong understanding of child development and about the skills and knowledge that children need to make good progress and provide challenge. For example, children carefully cut straight lines with scissors, then they learn how to control them to cut in different directions.
- Staff support children's language development skilfully. They know how to adjust their teaching to support children at different stages. Children who speak English as an additional language respond to visual prompts and are able to follow instructions. Children who are more confident communicators learn words that describe position, such as 'on top' and 'underneath'. They observe the behaviour of animals and use action words to talk about what they are doing, including 'crawling' and 'flying'.
- Children behave well and enjoy the company of others. They learn to work together in a team to complete a task. This includes building tall towers with friends and working together to control a parachute to score goals with balls.
- Leaders and staff have developed strong partnerships with parents. They continued to successfully support parents during the COVID-19 (coronavirus) pandemic. For example, parents appreciated the activity boxes that the nursery provided them with when children were unable to attend.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure staff are deployed effectively to meet ratio requirements to keep children safe. Careful risk assessments are completed to check the premises are secure and areas of the nursery used by children are safe. Leaders and staff have a good understanding of how to protect children and understand the procedures to follow if they identify any concerns about a child's welfare. They follow robust recruitment procedures to ensure staff suitability. Leaders keep up to date with their knowledge of local safeguarding concerns and train their staff on a regular basis. Staff know what to do should they have concerns about the conduct of a colleague.

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 identify how they can precisely use their observations of children's achievements to fully prioritise the skills and knowledge they want children to learn next
- review the key-person system to identify how to fully exchange information about children when they are allocated a new key person.

Setting details

Unique reference number	2543300
Local authority	Birmingham
Inspection number	10198519
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	2 to 4
Total number of places	64
Number of children on roll	22
Name of registered person	Mishi Nurseries Limited
Registered person unique reference number	RP904324
Telephone number	07712 436960
Date of previous inspection	Not applicable

Information about this early years setting

Little Folks Day Nursery & Out Of School Clubs registered in 2019. It opens Monday to Friday from 7.30 am to 6pm all year. The setting employs three childcare staff. Of these, two hold relevant early years qualifications at level three and one at level 2. The setting receives funding to provide free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspection was completed following a risk assessment of concerns received relating to staffing and risk assessments.
- This was the first routine inspection the setting received since the COVID-19 (coronavirus) 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.
- Leaders 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 procedures.

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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