

# Inspection of The Village Community Nursery

St. Peters Urban Village, Bridge Road, Saltley, Birmingham B8 3TE

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Inspection date: 20 September 2021

<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	Requires improvement

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

### **The provision is good**

Children thrive in this nursery and make good progress from their individual starting points. Their emotional well-being is given high priority and, as a result, they are happy and settle quickly to their chosen activity. Following a period of lockdown, due to the COVID-19 (coronavirus) pandemic, staff have identified weaknesses in children's communication, language, personal and social skills. Consequently, this has been a prime focus of the nursery curriculum.

Children's behaviour is good. They play nicely with their friends and learn how to share and take turns. They forge strong relationships with their key person and other staff. They chat happily to them and actively seek them out for reassurance or to involve them in their play. Diversity is ingrained in the ethos of the nursery. Children's cultures and beliefs are recognised and respected. They learn about different festivals and celebrations and try foods from around the world.

Children enjoy the time they spend outdoors. They search for spiders and try to give them a drink of water because it is hot. Children develop their physical skills. They ride tricycles with dexterity and carefully negotiate obstacles. They confidently climb and balance on large equipment and can catch and throw a ball. They understand the effect that exercise has on their body and know that they need to rest and drink water after running around in the sun.

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

- Good progress has been made since the previous inspection. The manager is committed to raising the quality of the provision and has worked hard to implement changes which benefit the children and staff. She is dedicated to the staff, children and families who she supports. The manager sees her role as paramount in ensuring that children have the best possible start, given their individual backgrounds. She is knowledgeable about the area in which the nursery is based and knows what additional support and experiences children need to help them to achieve in life.
- Staff have attended training to update their knowledge and skills. The manager monitors staff and encourages them to use reflective practice. She recognises and works to staff's individual strengths. Staff say that they feel valued and supported to reach their full potential. They are proud to share their achievements, such as an evidence book they have made. The book shows the activities children have taken part in and how they have been evaluated to introduce different concepts based on children's individual learning needs.
- Many of the children who attend speak English as an additional language. Staff use different initiatives to assess and enhance children's communication skills. They have introduced trips to the library and book bags to encourage parents to

read to their children at home. Staff communicate with children at their individual level. However, sometimes, they do not use the correct pronunciation of words to fully support children's understanding of language.

- Children often become engrossed in their chosen activities and concentrate for long periods. However, staff sometimes lack the confidence to enable children to initiate and develop their own play. They are too quick to intervene and suggest ideas or alternative activities, which interrupts children's concentration.
- Children play hide and seek outside. They know that they must hide before staff count to 10. Some children decide to change roles with staff and confidently count to 17 before shouting, 'Here I come.' There is much fun and laughter as staff and children try to hide in the playhouse and other children try to find them.
- Staff successfully use observation and assessment to plan for children's next stage of learning. Baseline assessments are revisited after each term to check that no gaps in learning have emerged. Activities are planned around children's individual interests and learning styles. However, staff sometimes miss opportunities to fully extend children's learning during activities. They provide children with information and answers to questions instead of encouraging them to think for themselves.
- Parents are an integral part of the nursery and their opinions and views are valued. They are encouraged to be involved in their child's learning. They are invited to attend training sessions and parents' evenings to help them understand about the areas of learning and their child's next steps. Parents who speak English as an additional language are offered support to complete forms. Staff work closely with parents to help them understand the importance of routines, such as regular attendance and timeliness, in readiness for when children start school. Parents' comments about the quality of the nursery and the care their children receive are positive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff's knowledge of safeguarding is strong. All staff have attended safeguarding training. They can recognise the types of abuse and know the procedures to follow should they have concerns about a child. This includes wider aspects of safeguarding, such as the 'Prevent' duty. They know who to contact if they have concerns about another member of staff. The premises are safe and secure. The manager regularly reviews security and implements strategies such as emergency lockdown procedures to be followed should an incident occur.

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

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

- use language appropriately so that children learn the correct pronunciation of words
- develop staff's confidence and skills so that they know when to extend activities to enhance children's learning and when to allow children time to facilitate their own independent play.

## Setting details

<b>Unique reference number</b>	260374
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10102481
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	The Village Community Nursery
<b>Registered person unique reference number</b>	RP522516
<b>Telephone number</b>	0121 248 2555
<b>Date of previous inspection</b>	28 March 2019

## Information about this early years setting

The Village Community Nursery registered in 2001. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one who is qualified to level 6. The manager holds early years teacher status. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Johnson

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the nursery.
- A meeting was held between the inspector and the manager.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The manager and the inspector had a learning walk together. They observed staff's teaching practice during activities.

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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