

Inspection of Head Start Day Nursery

75 Albert Road, Stechford, Birmingham B33 8AG

Inspection date: 24 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children make good progress in accordance with what they already know and can do. Staff arrange a gradual introduction to the nursery. They work closely with parents to meet children's individual needs. Relationships between staff and children are good. Children behave well. They learn that some things are shared and that sometimes they must take turns. Older children understand that when they express their views and opinions during a large-group activity, they must also listen to what others have to say.

Children learn to identify and talk about their emotions. When asked about what they should do if they feel angry, older children say they should 'breathe deeply and count to five'. Younger children respond obligingly when staff ask them to look in a mirror and make a face that corresponds with a particular emotion, such as a 'happy face' or a 'sad face'.

Children practise their good handling skills in a variety of ways. Young children use rolling pins to successfully flatten play dough, and they notice the marks they make in the dough with cutters. They know that they must use lots of strength to press cutters all the way through the dough. Older children readily follow directions explained to them by a football coach who visits every week. They use their good balancing skills while learning to kick footballs with power and direction.

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

- Leaders and managers have a clear vision for what they want children to achieve. Staff construct a sequenced curriculum which prepares children well for school. They use observations, assessments and what parents tell them to plan effectively for the next steps in children's learning. Staff work successfully with parents to identify and then seek additional support for children with additional needs.
- Staff use sign language and objects for reference to communicate with children who speak English as an additional language and children whose speaking skills are emerging. The staff team is multilingual and so several staff are able to speak with parents and children in their home languages.
- Parents share very positive views about the provision. They comment on the contact they have with their child's key person. They are very happy with the communication system, which includes constant updates in an online learning journal. Parents say that they are happy to receive guidance from staff on how to progress children's learning at home.
- Older children are keen to respond when staff ask them to recall parts of a favourite story. They speak clearly, confidently and are developing an understanding of the link between letters and sounds.

- Young children are happy to join in when staff sing action songs with them and when staff use picture books and props while singing songs that involve counting. However, staff do not always consider the speed at which they sing, which means that some young children are unable to join in. On some occasions, staff do not support young children to develop their use of short sentences. Some questions that staff ask require only a 'yes' or 'no' answer. Staff sometimes give children the answer to an open question before children have had time to put their own thoughts into words.
- Older children are currently learning about autumn. They are keen to visit the nursery's allotment. When asked about what is currently happening to leaves on trees, they comment on the changing colours. They are excited to talk about a hedgehog that they have seen. They are creating hedgehog models using play dough and the sticks that they have collected.
- Children develop good independence skills. Young children collect and put on aprons before painting on easels. They use chunky paintbrushes and enjoy making marks with different colours. The younger children decide to paint their hands, and staff support this. However, staff do not extend children's sensory exploration when they show an interest in examining the texture of the paint on their hands.
- Children eat healthy food. Staff introduce simple mathematics to young children while serving fruit at snack time. They ask the children to count pieces of fruit and how many people are sitting around the table. Older children use their good handling skills to make healthy wraps at lunchtime.

Safeguarding

The arrangements for safeguarding are effective.

Staff's knowledge of the nursery's safeguarding policy is sound. They complete training to keep their child protection knowledge up to date. Staff are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. They are aware of the duty to prevent children being drawn into situations that put them at risk. Staff ensure that children cannot leave the premises unsupervised, and unwanted visitors cannot gain entry. Risk assessment is effective, and staff identify and successfully minimise potential risks indoors and outdoors. Staff recruitment and selection procedures meet requirements.

What does the setting need to do to improve?

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

- give young children more time to put their thoughts into words when asking them simple questions, and more time to join in with popular songs and rhymes
- notice and support young children's interest in sensory exploration to a greater extent.

Setting details

Unique reference number	229214
Local authority	Birmingham
Inspection number	10207457
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	56
Number of children on roll	64
Name of registered person	Head Start Day Nursery Partnership
Registered person unique reference number	RP527883
Telephone number	0121 789 7656
Date of previous inspection	5 October 2017

Information about this early years setting

Head Start Day Nursery registered in 1989. The nursery employs 13 members of childcare staff. Of these, 11 hold early years qualifications from level 3 to level 7, including one who holds qualified teacher status. The nursery opens from Monday to Friday during term time. Sessions are from 8.30am to 3.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Burnet

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 that into account in their evaluation of the nursery.
- The inspector had a learning walk with the manager and discussed the curriculum with her.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children throughout the inspection.
- The inspector held meetings with the provider, manager, deputy manager and senior staff member. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their 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.

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