

Inspection of Santos Day Nurseries

100 Birmingham Road, Great Barr, Birmingham B43 7AB

Inspection date: 19 October 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy, and they settle quickly with staff who are kind and support children's emotional well-being. Staff know the children well and respond quickly to any sign of distress. They provide comfort and reassurance. Changes in drop off and collection times mean that parents no longer come into the building. Despite this, staff continue to keep parents updated with their children's care and learning at the nursery.

Leaders and staff have high expectations for children to do well. The curriculum helps children to acquire the skills they will need for their next stage of learning. Staff are thoughtful and take care to alert children before they act, for example when washing children's faces. They take time to explain routines. Children develop high levels of respect for each other and show kindness towards each other as they play. They are confident and show interest in the views of others.

Children's physical skills are well supported through regular exercise and games that help them to keep active throughout the day. Children are motivated and eager to learn. They learn good coordination skills while playing bat and ball games. Children readily take turns. Younger children enjoy daily exercise in the fresh air. Children explore the environment and learn to ride small bicycles. They learn to climb safely. Children thrive on the challenges that extend their learning. They think about how they feel after running and moving, and what their bodies may need to help them recover.

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

- Significant improvements have been made since the last inspection. Leaders and staff are clear about the intent of the curriculum and have a shared vision for children's learning. Staff use what they know about the children to plan a range of interesting experiences and activities for all the children, that prepare them for their next steps in learning. A clear focus on speech and language helps children to build a good foundation for their future learning. Regular supervision and training for staff assists them in continuing to improve the quality of care and learning for the children attending. Assessment is effectively used to consider any gaps in children's learning and to plan for their future learning.
- Staff speak with children continually throughout the day. Children repeat and practise new words. Staff encourage children to think about 'which is bigger or smaller'. Children are showing an interest in nature in the community. They enjoy making play dough, which includes adding colour with paint. Children watch as they stir and see the changing texture as it comes together. They create their own hedgehog, adding 'spikes' to the dough, and talk about how a hedgehog behaves as 'it curls up into a ball' to protect itself. However,

occasionally, at group times, high noise levels occur when children are involved in different types of activities. This leads to some children becoming disengaged.

- A small herb garden area encourages children to care for plants. They take time to regularly water them. Children explore the different textures and smell of the leaves. They are able to recognise 'mint'. Some older children recognise numbers in print. Younger children use sponges to paint pumpkins and make marks. They smile as they gain greater muscle development in their hands through tearing the paper. Staff repeat the sounds children make to encourage their emerging speech. Babies build their core strength as they begin to stand and balance in preparation for walking.
- Children have high levels of confidence and self-esteem. They cooperate with each other and have good levels of tolerance and respect. Children understand the daily routines and follow these well. Older children show consideration for younger children during activities, as they wait for their turn.
- Children enjoy a healthy diet. Staff teach children the importance of keeping their teeth clean from an early age. Good hygiene practices keep them safe and well. Older children are independent in managing their personal care needs. Staff provide good support for younger children to develop these skills. The nursery places a high importance on children developing respect for others. A range of books and activities help children to learn about differences and similarities, and that it is 'Okay to be an individual'. Staff provide good support for children with special educational needs and/or disabilities.
- Partnership with parents is good, and parents report positively on the impact that the nursery has on their children's care and learning. Parents say they are happy with the information they receive about their children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff consider the safety of children through effective risk assessments of the environment and vigilant supervision of the outdoor play area. The premises are secure. Adults and children are closely monitored during arrival and collection times. The local procedures for safeguarding children are in place. Leaders regularly check staff's understanding to ensure that they would know what to do in the event of a concern in a child's life. This includes multi-agency working on local initiatives. Staff have a good understanding and knowledge of the signs and symptoms that may suggest a child is more vulnerable or at risk of abuse.

What does the setting need to do to improve?

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

- consider the arrangements at group times for older children, so that all children remain engaged and continue to learn.

Setting details

Unique reference number	EY544159
Local authority	Sandwell
Inspection number	10130192
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	51
Number of children on roll	49
Name of registered person	Kaur, Harpreet
Registered person unique reference number	RP544158
Telephone number	01212387987
Date of previous inspection	25 October 2019

Information about this early years setting

Santos Day Nurseries was registered in 2017. The nursery employs 12 members of childcare staff all of whom hold appropriate early years qualifications, at level 3, 5 and 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm on a Monday and to 6pm Tuesday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- This is the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a joint observation of practice at the nursery, which the manager evaluated. She reflected on the quality of the teaching and the impact it has on children's learning.
- The inspector completed a learning walk with the manager. All areas of the nursery used by the children were viewed. The manager explained how the curriculum is designed to meet the needs of the children attending.
- A range of documentation that supports the safe and effective management of the nursery was viewed. This included checks on the suitability of adults working with children.
- The views of parents/carers were considered. The inspector spoke to staff and children at appropriate times during the inspection.

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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