

Inspection of Keystone Neighbourhood Nursery

Purbeck Croft, Quinton, Birmingham B32 2NL

Inspection date: 2 November 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 Good

What is it like to attend this early years setting?

The provision is good

During the COVID-19 pandemic, parents continue to drop their children off at the entrance. Children arrive happily to the setting and settle quickly to play in this stimulating and welcoming environment. Children are happy and feel safe with staff who are kind, caring and know them well. Staff are attentive to children who are new to the setting, which helps them to settle calmly.

Children are developing confidence and independently choose the toys they wish to play with. They use natural objects and bring in other resources to build their structures. They are proud of their achievements. When they tell staff what they have made. Children play cooperatively together. They take turns pushing their cars along the track. Children enjoy playing outdoors. They slide through tunnels, ride bikes and giggle as they splash in puddles. Children are happy and feel safe in the setting.

All children, including those with special educational needs and/or disabilities and those in receipt of additional funding, receive tailor made, and fun learning experiences. Staff provide them with the support they need to make progress. Children are gaining the skills they need for their future learning and eventual move on to school.

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

- The manager has designed a rich and varied curriculum. Staff know and understand what they want children to learn while at the setting. However, they do not yet use the opportunity to gain more information from parents in the beginning, to inform their planning for each child's learning from the start.
- Staff provide children with support to extend their learning during play. They are using new systems to plan for children's learning. However, these systems are still in their infancy and are not yet fully embedded to elevate children's learning progress to the highest possible levels.
- Children play for lengths of time with their chosen activities. For example, they practise their skills, using paint brushes to make marks and patterns in coloured sand mixed with glitter to represent fireworks. They use magnifying glasses to take a closer look at these marks.
- Staff model language well. They speak clearly and give ample time for children to think and respond. Staff introduce new words to broaden children's vocabulary. For example, they say, 'drizzle' and 'sprinkle' while making pictures using glue and glitter. Children with English as an additional language are supported well.
- Children's behaviour is good. Staff use appropriate strategies and help children to begin to understand and manage their own behaviours. Staff promote the use

of good manners well. They prompt children who smile and remember to say, 'thank you'. Children respond with a humorous walk when they are reminded to use 'walking feet'.

- Children have fun in the environment that is well planned for them. They enjoy play in the home corner, washing up and potting plants with their imaginary soil.
- Children have opportunities to learn about similarities and differences. They use a range of utensils from different cultures and explore the textures of different types of hair in their styling area.
- Children enjoy a varied menu of healthy meals and snacks. These are freshly prepared by the onsite cook. Staff talk with children about how food can make them healthy. Children understand the routines and know to wash their hands before and after eating. This helps them to understand about living a healthy lifestyle.
- Children are developing their skills for independence. For example, they practise chopping their fruit at snack time. They thoroughly enjoy washing up the cups and plates afterwards.
- Children are learning how to use new toys. For example, a toaster in the role-play area. Staff give clear steps and children follow this process. They gasp with delight when the toast pops up, after pressing the button.
- Parents are happy with the information they receive about their children's learning. They access information in the system online and speak with their child's key worker at arrival and collection times.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their responsibilities to protect children from harm. They know the procedures they must follow if they have concerns about a child who may be at risk of abuse. They understand how to report concerns about children and the procedures that must be followed in the event of a concern about a member of staff. Required documentation is maintained to help keep children safe. Areas of the environment are routinely checked to ensure that risks to children are removed or minimised. Robust recruitment procedures are followed, and checks are made for staff to ensure their ongoing suitability to work with children.

What does the setting need to do to improve?

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

- use the opportunities to gain information from parents in the beginning, about what their children know and can do, to focus the planning for children's learning more precisely from the start
- continue to embed the new systems for planning and how teaching is

implemented to ensure that children's progress is elevated to the highest possible levels.

Setting details

Unique reference number	EY341004
Local authority	Birmingham
Inspection number	10206884
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	42
Number of children on roll	33
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	0121 426 6762
Date of previous inspection	25 October 2016

Information about this early years setting

Keystone Neighbourhood Nursery registered in 2007. The nursery employs eight members of childcare staff. Of these, two, including the manager hold appropriate early years qualifications at level 6, four at level 3 and one at level 2. The nursery opens from 8am to 6pm Monday to Friday, all year round except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and took that into account in the evaluation of the setting.
- The manager and inspector conducted a learning walk and viewed all areas of the setting and discussed how the curriculum was organised.
- The inspector made observations throughout the inspection and conducted a joint observation with the manager to assess the quality of education.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with managers. She reviewed relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents 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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