

Inspection of Nurture Nest Nursery

358, Gospel Lane, Olton, Birmingham, West Midlands B27 7AJ

Inspection date:

17 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy to attend. A gradual introduction is agreed with parents in accordance with their child's emotional needs. Staff obtain information from parents about their child's interests and achievements at home. They use this and their own observations to inform their planning for each child's future learning. However, children's learning does not build well enough on what they already know and can do. Staff do not consistently adapt activities to meet the needs of children who are at different stages of development. Consequently, some children are not challenged effectively to make the best possible progress. For example, on Christmas party day, no consideration is given to providing activities for babies and young children who, due to their age and stage of development, are not able to take part in traditional games.

The play environment is safe and welcoming. There are sufficient resources that are suitable for the children who attend. Older children have easy access to a variety of art and craft materials. However, staff do not fully support children's independent decision-making about what they want to play with. Older children play together happily while pretending to be their favourite superheroes. They use their good speaking skills while engaged in their role play.

Children are cared for by kind and caring staff. Friendships form among older children. They are confident and sociable and show consideration for others. Children learn that sometimes they must share and take turns. They gain an understanding of traditions and beliefs beyond their own.

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

- The provider is also the nursery manager. She is currently in the process of developing a small senior staff team. One of the senior staff has recently been appointed and she is taking responsibility for monitoring the quality of teaching and learning. However, arrangements for the supervision of staff are not currently effective enough in providing staff with the guidance they need to ensure that activities are always adapted and teaching is consistently good. That said, all children acquire the necessary skills for their future learning in school.
- Staff share assessments with parents and work with them to obtain additional support from early years professionals for children with special educational needs and/or disabilities. The provider welcomes the support provided by a local authority adviser.
- Older children can manage tasks for themselves, such as their own hygiene and personal needs. However, less-experienced staff who are working towards an early years qualification are not guided by experienced staff to give children time to manage these tasks independently. Toys are not stored in the two-year-old

children's playroom and no consideration has been given to offering them the opportunity of choosing what they would like to play with.

- Staff support babies' sensory exploration. They provide babies with soft toys and treasure baskets that contain natural, wooden, and safe metal objects. Babies explore the texture of rice, flour and cooked pasta. Older children choose to paint, and they notice how they can mix colours to create different colours.
- Children practise their physical skills while they move to music. Very young children 'bop' on the spot. Older children watch a screen that shows the movements of birds and animals while music plays. They copy the movements, such as by stretching their arms out wide and pretending to be an eagle, and reaching up high while pretending to be a giraffe.
- Staff support children's communication and language development in accordance with their different stages of development. All staff have completed sign language training. They use signing and pictorial aids to support children who are developing speaking skills. During the first group time of the day, children are encouraged to choose a picture card that depicts their mood. Staff ask children, 'Are you feeling happy, sad or excited?'
- Children develop their handling skills while playing with toys and resources, such as toy cutlery in role play, play dough, and games that involve using tweezers. Older children can use scissors successfully and hold writing materials in a thumb and two-finger grip.
- Children play with a toy that supports their learning about oral health. Staff offer good support while the children play. However, the party food they ate earlier in the day was cake, sweets and chocolate. Staff did not engage in any conversation with the children about healthy food and food that we eat in moderation because it is not good for our health or our teeth.
- Parents share positive views about the provision. They say that after lockdown, due to the COVID-19 pandemic, the staff addressed their concerns regarding how the lockdown had affected children's emotional and social development.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. They complete training to keep their child protection knowledge up to date. Staff are aware of the duty to prevent children being drawn into situations that put them at risk. The premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Risk assessment is effective, and staff identify and successfully minimise potential risks indoors and outdoors. Requirements are met regarding staff-to-child ratios, recruitment and selection procedures, and the percentage of qualified staff. The provider ensures that staff complete mandatory safeguarding and paediatric first-aid training.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
make sure that supervision of staff is successful in providing guidance and training to ensure consistently good teaching practice and consistently adapted activities to meet children's different learning needs.	25/02/2022

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

- give children more opportunities to make independent decisions about their play and manage tasks for themselves
- improve practice for teaching children about healthy eating and good oral health.

Setting details

Unique reference number	2568256
Local authority	Solihull
Inspection number	10216776
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	25
Number of children on roll	18
Name of registered person	Nurture Nest Nursery Ltd
Registered person unique reference number	2568255
Telephone number	07779105627
Date of previous inspection	Not applicable

Information about this early years setting

Nurture Nest Nursery registered in 2020 and is situated in the Olton area of Birmingham. The nursery operates from 7am to 7pm, Monday to Friday, all year round, excluding bank holidays. The nursery employs six members of staff, of whom three hold early years qualifications level 3 and one at level 2. 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 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 her evaluation of the provision.
- The provider/manager and the deputy joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn. The inspector observed the safety and suitability of the premises.
- Staff and children spoke with the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the provider.
- The inspector looked at relevant documentation and reviewed evidence of the suitability and qualifications of staff working in the nursery.
- The inspector took account of parents' 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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