

Inspection of Small Talk Nurseries Ltd.

85 Grove Lane, Handsworth, BIRMINGHAM B21 9HF

Inspection date:

13 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a safe and welcoming environment. Children demonstrate that they are happy and enjoy the time they spend at nursery. Staff greet children at the door and children enter with confidence, happy to see their friends. Babies snuggle in for cuddles with staff who are kind and caring and respond well to their emotional cues, such as needing extra reassurance when visitors are present.

Staff plan some appropriate activities for children to take part in. However, they are not always clear about what they want children to learn next. As a result, children do not consistently make good progress to prepare them for the next stage of their learning. Nonetheless, children generally engage in activities and experiences on offer. Pre-school children use their imaginations as they use the chairs to make a pretend train. They take turns in pretending to be the train driver. Staff talk to them about where they are going on the train and they reply that they are going to London to see the Queen. Staff extend children's interest in trains, showing them different types of trains on the interactive smart board. Toddlers spend time exploring the home corner equipment, pretending to cook meals in the toy oven. Babies enjoy making marks with patterned rollers in paint.

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

- The curriculum intent is unclear. Staff plan various play opportunities for children, but these are often planned without considering how they will support children to meet their next steps in learning. This means that staff do not help children to build on what they already know and can do. Children do not make as much progress in their learning as they can.
- Managers have begun to monitor staff practice and have introduced new methods of observing, assessing, and planning for children's learning. However, these plans are not yet fully embedded into practice in order to help raise the quality of teaching to at least a good level.
- Staff receive mandatory training. They express how they have opportunities to meet with managers to talk about their role and responsibilities. However, training and development opportunities are not focused enough on the quality of the education. This means that the quality of teaching is not yet good.
- Leaders and managers have made some improvements since the last inspection. Managers now follow appropriate recruitment procedures. They ensure that records are available to demonstrate that staff's suitability has been checked. However, some other records, such as those required to detail complaints and their outcome, are not always completed.
- Children are developing good independence skills. Older children take responsibility for their self-care, including using the toilet independently. They manage their own needs, putting on their coats and high-visibility jackets before

going to the local park. Good hygiene routines are followed. Staff remind children of the importance of good handwashing routines.

- Staff help children to develop their mathematical knowledge and understanding. For instance, staff working with toddlers model mathematical language, such as 'more' and 'less'. Staff encourage children to count and recite numbers during their play. They offer children frequent praise and encouragement for their efforts.
- Children develop the small muscles in their hands as they play with dough, rolling and squeezing it into different shapes. They practise their large-muscle skills as they take managed risks, climbing and balancing on the large playground equipment.
- Children with special educational needs and/or disabilities now receive early support. Staff work with other professionals to help identify clear plans to enable gaps in learning to close.
- Children generally behave well. Staff remind children of the importance of sharing and taking turns. Older children play cooperatively, taking turns to use the tools when playing with the dough. Children are reminded to use good manners, such as saying 'please' and 'thank you'.
- Most parents are happy with the service provided by the nursery. They welcome the daily feedback they get about their child's time at the setting. Parents know who their child's key person is. Managers plan regular consultations with parents to provide information to enable parents to continue to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their responsibility to keep children safe. They supervise children well, including while on outings to the local park. Staff ensure that risk assessments are completed on public spaces used by children before they are allowed to play there. Managers ensure that staff keep their safeguarding knowledge up to date. Staff are confident with the procedure to follow should there be concerns about staff's conduct. They understand the correct procedures to follow should they have concerns about a child's welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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be clear in the curriculum intent and focus on what children need to learn next to help children to make good or better progress in their learning	13/02/2022
ensure a written record of any complaints and their outcome is maintained.	13/01/2022

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

- continue to monitor staff practice to help swiftly tackle weaknesses in teaching practice, and implement all intended plans to help raise the quality of teaching to at least good
- provide all staff with targeted support and training to help them to build on their teaching skills.

Setting details

Unique reference number	EY390736
Local authority	Birmingham
Inspection number	10216513
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 8
Total number of places	60
Number of children on roll	53
Name of registered person	Small Talk Nurseries Limited
Registered person unique reference number	RP528845
Telephone number	0121 5543445
Date of previous inspection	6 July 2021

Information about this early years setting

Small Talk Nurseries Ltd registered in 2010. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and a week at Christmas. It also runs a before- and after-school club and a holiday club. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Tompkin

Inspection activities

- The inspector and the manager completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector met with managers and leaders. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.

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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