

Inspection of Small Talk Nurseries

The Former Hearing Centre, Cottage Street, Brierley Hill, West Midlands DY5 1RE

Inspection date: 21 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this welcoming, family orientated nursery. They eagerly take part in activities and quickly become engaged. Areas are specifically set out to enhance children's individual learning needs and to support their emotional well-being. Babies and younger children especially enjoy sensory activities. They explore the texture of cereals in a tray and say that they 'pop' and 'crunch'. Older children cover their hands in flour and make marks as they try to form letters and numbers. They develop their language skills as they describe the marks that they make.

Children enjoy the time they spend outdoors in the fresh air, where they experience a variety of activities. They concentrate as they carefully draw and colour pictures of animals and laugh as they roar like a lion. They eagerly chase bubbles and develop their physical skills as they balance on blocks.

Children behave well. They play nicely with their friends and learn to share and take turns. They form positive relationships with staff and their peers. Children develop independence in their personal skills. They independently find their own wellington boots and put on their coats and hats. Children are well prepared for their future learning and the move on to school.

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

- The deputy manager is currently covering as the acting manager due to maternity leave. That said, she is well-qualified and experienced and has fully embraced her new role. She is passionate about the nursery and keen to share the areas that they have improved. She is forward thinking and has a clear vision to move the nursery forward. She assesses where improvements can be made and uses funding to provide children with additional experiences to enhance their learning and meet their individual needs. For example, smaller rooms in the nursery have been made into a library and quiet, calming areas where children take part in activities, such as yoga.
- The manager is supportive of staff and mindful of their general well-being. She works to their strengths and supports them to take on additional roles to enhance their own professional development. She observes and monitors staff and encourages them to observe each other and share good practice. She provides feedback to help staff improve and to develop their confidence. Staff benefit from regular supervision meetings and training to further develop their knowledge and skills.
- Children make good progress in their learning given their individual starting points and abilities. The manager has a clear overview of the curriculum and what children need to learn. This is disseminated to staff and observed in

practice. Staff plan activities based on children's interest and next steps for learning. They assess and track children's progress to ensure that any gaps in learning are swiftly identified.

- Staff regularly liaise and share information with other professionals involved with the children. However, they do not routinely approach schools or other settings that children attend or move on to so that information is shared to ensure continuity in children's learning.
- Support for children with special educational needs and/or disabilities (SEND) is extremely strong. Children receive one-to-one support from their key person to help them forge relationships and integrate into activities alongside their peers. Staff use communication systems, such as signs and pictures, to enable children with SEND to communicate their needs and wishes
- Children's communication throughout the nursery is given high priority. Staff have attended additional training to enable them to implement a six week communication programme, which is aimed at supporting children's language and developing their confidence in speaking. Activities are specifically geared to children's individual stage of communication. However, sometimes the more confident children take over the group and those who are less vocal are not always given a chance to express themselves or become fully involved.
- Partnerships with parents are strong and their views are valued and acted upon. Staff share information with parents about their child's day. They keep them informed about what children are learning and what they need to learn next. Parents are encouraged to continue with their child's learning at home. Parents are extremely happy with the nursery and their comments are positive.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend safeguarding training to ensure their knowledge is up to date. They are aware of the signs that may indicate that a child is being abused or neglected. Staff know the procedures to follow should they need to report a concern about a child. They are confident in their knowledge of how to report any concerns about another member of staff. The premises are extremely safe and secure. Children learn about keeping themselves safe. They know to be careful when they have blown bubbles as the floor may be slippery.

What does the setting need to do to improve?

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

- implement effective procedures to share information with other settings that children attend or move on to
- help staff to organise group activities more effectively, so that those children who are less confident are able to express themselves and become fully

involved.

Setting details

Unique reference number	2515666
Local authority	Dudley
Inspection number	10194521
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	49
Number of children on roll	40
Name of registered person	Small Talk Nurseries Limited
Registered person unique reference number	RP528845
Telephone number	07809482531
Date of previous inspection	Not applicable

Information about this early years setting

Small Talk Nurseries registered in 2019. The nursery employs 13 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications at level 3 and above, including one who holds level 6, one who holds level 5 and one who holds level 4. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- A meeting was held between the inspector and the manager.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The manager and the inspector completed a learning walk together. They observed staff's teaching practice during activities.

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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