

Inspection of Grendon & Billesley Nursery & Family Centre

Grendon & Billesley Neighbourhood Nursery, 15 Grendon Road, Kings Heath,
Birmingham, West Midlands B14 4RB

Inspection date: 24 January 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are making continual progress across the seven areas of learning. They have access to a very good variety of resources. Staff promote children's development of physical skills through energetic adult-led activities. Children aged two to three years participate in jumping as high as they can off the ground and running on the spot. Children engage when they listen to music that captures their attention.

Babies confidently explore their immediate environment through one-to-one support from the staff who care for them. Babies are very settled and staff sensitively support those who are new to the nursery. Babies are given the time and care they need to become familiar with their new environment.

Pre-school children develop good friendships with their peers. They frequently chat with one another while they play and create their own games. Children in the out-of-school club laugh with staff when they play games of bingo. All children learn the importance of using their manners and being respectful towards adults and visitors.

Children are engaged in their learning most of the time. Children of all ages and stages of development relish the opportunities available to them to play in the well-resourced and exciting outdoor areas. They make their own decisions about who and what they want to play with. Children frequently choose to move between playing indoors and outdoors throughout the day.

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

- Management and staff work extremely well together as a team. Staff feel valued by management and very supported in their roles. Members of the management team know the individual staff very well. They identify staff's strengths and areas they need support to develop. Management provides counselling opportunities for all staff to support their mental health and well-being. Specialist help is provided to support the whole team through challenging times. For example, staff were helped to implement strategies to manage their concerns and anxieties, as a result of the COVID-19 pandemic.
- Overall, the quality of teaching is good, children are very happy, and they enjoy their learning. That said, there are occasions when staff are not fully effective in encouraging the children to have a go for themselves. At times, this hinders the progress children make.
- Staff promote children's personal development well most of the time. However, there are occasions when staff do not explain to the children the consequences of their behaviour. As a result, children are not always clear about what staff

expect of them.

- Staff support children's communication and language effectively. They ask the children questions to help them to think. Staff also introduce sign language to aid children's skills in communicating. Young children express themselves and demonstrate their understanding of language by the signs they make. For example, they listen to a story, read to them by staff, about a monster. They sign to indicate that they understand when the monster is feeling happy, sad or angry.
- Staff support children with special educational needs and/or disabilities. They are knowledgeable about the children's individual needs. Staff understand that these children may need more intense support to begin to learn to manage their own feelings and behaviour. Effective strategies are in place to ensure staff are supported to identify gaps in children's learning. Staff can also identify potential delays in children's development. The special educational needs coordinator takes swift action to provide intervention at the earliest opportunity. Staff also use funding to support the children's development.
- Children thoroughly enjoy a well-balanced and nutritional diet. All food is cooked on site from fresh ingredients each day. The organisation of mealtimes helps children to socialise with staff and one another. Children develop a secure understanding of the importance of a healthy lifestyle and diet. For example, they engage in conversations about the benefit of eating vegetables.
- Inclusive practice is extremely successful with regard to partnership working. Parents express in abundance the excellent service provided for them and their children, including during the period of recent lockdowns. Parents describe the nursery as 'perfect' and 'fantastic'. They enthusiastically compliment the staff on the support they give to them in meeting their needs, in addition to superbly meeting the needs of their children.

Safeguarding

The arrangements for safeguarding are effective.

Staff access training and support through frequent opportunities to discuss their role in protecting children. All staff are knowledgeable about how to identify potential signs of abuse and neglect. Through scenarios, they demonstrate a good understanding of the action they would take in the event of a concern, such as domestic violence in a child's home. Staff are aware of the duty to prevent children and their families being drawn into situations that put them at risk, such as terrorism. Security is very good and potential risks to children are minimised. Policies and procedures help staff understand how to support children to take risks, while also keeping them safe.

What does the setting need to do to improve?

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

- utilise opportunities more consistently for children to be encouraged to have a go at developing their own ideas during activities and independently manage routine tasks, to enhance all areas of their development
- improve the arrangements to ensure all staff consistently implement strategies designed to support children in managing their own behaviour.

Setting details

Unique reference number	EY272647
Local authority	Birmingham
Inspection number	10216779
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 11
Total number of places	97
Number of children on roll	147
Name of registered person	Grendon and Billesley Nursery and Family Centre Ltd
Registered person unique reference number	RP521788
Telephone number	0121 464 9880
Date of previous inspection	17 February 2020

Information about this early years setting

Grendon & Billesley Nursery & Family Centre registered in 2004 and is situated in Kings Heath, Birmingham. The provider employs 31 members of childcare staff, all of whom hold appropriate early years qualifications, including the manager and two members of staff at level 6. The nursery is open five days a week from 7.30am to 6.30pm all year round, except for bank holidays. The provider receives funding to provide free early education places to two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Lapworth

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 their evaluation of the provider.
- The inspector completed a joint observation with the manager and her deputy.
- The inspector toured the nursery and completed a learning walk with the manager. The manager described how the environment and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector held meetings with the area manager, the nursery manager and the nominated individual. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.

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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