

Inspection of 5 Star Day Nursery

2/4 Ennerdale Road, Birmingham B43 5NP

Inspection date: 9 February 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 arrive happily at the nursery and quickly become immersed in their play and learning. They have formed close bonds with staff. Children enjoy the time they spend with staff. They are safe and secure in the care of staff, who are nurturing and attentive to their individual needs. Babies confidently explore the outdoor area and choose to join in activities with two-year-old children, such as sitting together on a rocking toy. Staff supervise children well to ensure that they are safe.

Children make good progress and gain a wide range of useful skills and knowledge that prepares them well for their future learning, and school. They progress well with their communication skills and learn how to express their needs and wishes. Babies use sounds to copy the words that adults make, such as 'o oh' when a toy falls on the floor. Older children express their good ideas clearly. Staff help them to develop a wide vocabulary that supports them to speak in sentences. This includes learning the names of objects and action words.

Children gain good physical skills. Two-year-old children concentrate well when they carefully thread fruit onto skewers and think about healthy food choices. Babies enjoy opportunities to build their core muscle strength when they push large objects.

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

- The provider and the newly appointed manager have a clear vision for future developments at the nursery. They have recently made effective changes to how they design the play environment and plan for children's learning. They support staff's well-being successfully and provide them with useful professional development to extend their knowledge and skills.
- The manager is aware of staff's strengths and aspects of their practice that can be developed further. However, recent monitoring of teaching has not been precise enough to identify where some staff need further support and guidance. On occasion, some staff interactions do not help to fully extend children's learning.
- Staff plan the learning environment well. This motivates children to play, explore and to make new discoveries. Resources inspire older children to create a volcano. They turn a container upside down, use pipettes to squeeze red dye over it, and pretend it is lava. However, some parts of the daily routines are not organised as well as possible to support fully children's learning. For example, when children are involved in larger group activities.
- An effective key-person system is in place. Although there have been some recent staff changes, good communication between staff has ensured that all

essential information about children's needs and learning are shared well. This means that new key persons have a good knowledge and understanding of children. The manager and staff monitor children's progress successfully. They accurately identify aspects of children's development where they need additional help and implement targeted support. They work closely with other professionals involved in children's development to ensure that children with special educational needs and/or disabilities make good progress.

- Parents speak positively about the care their children receive. They feel that their children's needs are met and that they progress well in their learning. Parents appreciate the opportunity to borrow books and resources to support children's continued learning at home.
- Staff skilfully help children to learn to manage their feelings and behaviour. They adapt their teaching effectively to support children at different stages of their emotional development. Older children respond well to the responsibilities that staff give them, such as helping to set up for lunch times. Children learn what is acceptable and how some behaviour can upset and hurt their friends.
- Staff support children's early literacy and mathematical understanding well. Two-year-old children thoroughly enjoy listening to stories. They talk excitedly about the characters and join in with repeated refrains from the book. Older children learn about letters and their sounds. They are keen to write some letters from their names. They develop their understanding of number and recognise a small total without counting. They make simple calculations, such as working out the total when one more is added.

Safeguarding

The arrangements for safeguarding are effective.

The manager deploys staff effectively to keep children safe. The manager and staff make careful risk assessments to check that the areas of the nursery used by children are safe. Staff keep an accurate record of any accidents that children have and promptly inform parents. The manager and staff have a good understanding of how to protect children and understand the procedures to follow if they identify any concerns about a child's welfare. The provider follows robust recruitment procedures to help ensure staff suitability. Staff know that they must disclose any changes to their 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:

- monitor the quality of teaching even more closely to identify further areas where staff can extend their teaching
- review and enhance some parts of the daily routines to maximise the learning for all children.

Setting details

Unique reference number	2597604
Local authority	Sandwell
Inspection number	10221970
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	56
Name of registered person	5 Star Day Nursery Limited
Registered person unique reference number	RP530956
Telephone number	0121 448 3181
Date of previous inspection	Not applicable

Information about this early years setting

5 Star Day Nursery was registered in 2020. The provider employs 11 members of childcare staff. Of these, three hold a childcare qualification at level 6 and eight at level 3. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm. The provider receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the provider's documentation, including the safeguarding policy and procedures.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022