

# Inspection of Fairytales Nursery

6 Birmingham Road, Great Barr, BIRMINGHAM B43 6NR

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Inspection date: 9 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children who attend this nursery are happy and settle well. They form close relationships with staff and interact positively with them. They actively seek them out for a cuddle or to join in their play. Children explore, are curious to try new activities, and become engrossed in their play. Older children explore the patterns they make in play dough. They use indented rolling pins and objects, such as pinecones and leaves, to make their patterns. Younger children use toothbrushes, rollers and brushes to make different patterns in paint.

Children are well prepared for the next stage in their learning and the move on to school. They become increasingly more independent as they move through the nursery. They make choices in their play and learn to share and take turns with their friends. Children's behaviour is good.

Children learn about their community. They visit the church and receive visits from fire officers, shop workers and dogs from a local dog's home. They especially enjoy visits from the community police officers, who teach them about keeping safe. Children look at the officers' hats, torches and handcuffs and learn that their jackets are fluorescent, so they can be seen in a crowd. Children say they want to be a police officer and drive a police car when they grow up. They know that they can call 999 if they need help from the police, a fire truck or an ambulance.

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

- Since the last inspection, the nursery has undergone significant changes. It is now under new ownership. The new owners have high expectations and a clear vision for the future. They have made many positive changes since taking ownership. However, these are still in their infancy and are not yet embedded fully into practice to ensure that the quality continues to improve and is sustained.
- The owners and manager monitor staff practice. They undertake peer observations and provide feedback for improvements. Staff benefit from regular supervision and staff meetings. They have attended copious amounts of training to support their ongoing professional development.
- Staff well-being is given high priority. The owners and manager have worked hard to raise morale and ensure that staff are included in decisions about the future. Staff say that the new owners are very approachable. They say they have received support as a staff group to involve them in all of the changes
- The manager has a clear overview of what she expects children to learn. This is shared with staff and is evident in the progress that children make. Staff plan activities based on children's interest and next steps for learning. They extend activities to help children achieve and develop to their full potential.

Occasionally, the organisation of activities does not enable all children to be fully involved or gain the best from their experiences.

- Children with special educational needs and/or disabilities (SEND) are supported extremely well. Staff know the children well and are very supportive of them. They liaise with outside agencies for additional support and advice. Children's individual progress is monitored and action plans, with achievable next steps for learning, are put in place to help children achieve to the best of their ability.
- Older children thoroughly enjoy taking part in scientific experiments. They carefully cut the tops off oranges and fill them with bicarbonate of soda to make a volcano. Children investigate what happens as they squeeze vinegar from a pipette onto the bicarbonate of soda, and are fascinated as they watch the reaction as it turns to 'lava'. Staff teach children that this is due to a chemical reaction.
- Children's communication and language is given high priority, including children who speak English as an additional language or who speak dual languages. Staff use a screening system when children start, to assess their level of communication and identify any gaps. Additional support is put in place where needed. All children learn sign language. This enables them to communicate with each other and children with SEND are able to make their needs known
- Partnerships with parents are extremely strong and they are fully involved in the nursery. Parent forums are held termly and they are encouraged to offer suggestions for improvements. Information is shared with parents about their child's learning and staff provide suggestions to support parents to continue children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of the signs that may indicate that a child is being abused or neglected. They attend training to ensure their knowledge of safeguarding policies and procedures is up to date. All staff are aware of who to contact if they have concerns about a child or a member of staff. The manager regularly quizzes staff to test their safeguarding knowledge is secure. The premises are safe and secure. Children learn to keep themselves safe. For example, they learn to hold onto the handrail as they walk up and down the stairs.

## What does the setting need to do to improve?

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

- embed fully the changes that have been recently implemented, to ensure practice continues to improve and develop
- review the organisation of some routines and activities to enable all children to be fully involved and gain the best from their experiences.

## Setting details

<b>Unique reference number</b>	EY431536
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10207177
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	129
<b>Name of registered person</b>	Fairytales Nursery Ltd
<b>Registered person unique reference number</b>	RP529147
<b>Telephone number</b>	01217131663
<b>Date of previous inspection</b>	23 August 2021

## Information about this early years setting

Fairytales Nursery registered in 2011. The nursery is located in Great Barr. The nursery operates Monday to Friday, from 7.30am until 6.30pm, all year round. The nursery employs 23 members of childcare staff. Of these, 21 hold appropriate qualifications at level 2 or above, including three who hold level 4 and two who hold level 6. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Johnson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A meeting was held between the inspector, the providers 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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