

# Inspection of Collingbourne Day Nursery

Collingbourne Nursery, 67 Collingbourne Avenue, Birmingham, West Midlands B36  
8PE

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Inspection date: 3 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy, settled and keen learners. They demonstrate that they feel secure as they confidently make choices about the activities they want to engage in. Children develop strong bonds with the nurturing, caring staff and clearly enjoy being with them. Children are polite, kind and caring towards one another. They show high levels of maturity as they support new friends through the daily routines. For example, a child explains to another, 'we wash our hands now, then sit there for snack'.

Children demonstrate their developing independence as they manage their own personal care and put on their coats when they go outside. They have a secure knowledge of the benefits of a healthy lifestyle. Children know 'teeth go bad' without good oral hygiene. They speak confidently about the impact of 'good' and 'not good' food.

Children are enthusiastic as they engage for sustained periods of time in a wide variety of stimulating, challenging activities that link to their interests and learning needs. All children, including those who speak English as an additional language, make good progress from their starting points. Consequently, children acquire the essential skills and attitudes they need for future learning, including their move on to school.

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

- The manager has worked well to ensure significant improvements to the provision since the last inspection. She has devised an ambitious curriculum that covers all areas of learning and is implemented consistently by the staff. The manager monitors staff practice effectively. She ensures assessments of children's learning are consistently accurate.
- Staff are good role models who have high expectations for children's behaviour. They implement effective behaviour management strategies, which helps children to learn right from wrong.
- Staff place a strong focus on promoting speech and language. They use good questioning skills and introduce new vocabulary as they engage children in lively discussions. Staff encourage children to use their developing language skills to recall previous topics and discussions. This helps staff to assess whether children have remembered what they have been taught, and to reinforce and consolidate prior learning.
- Children who speak English as an additional language are supported well. Staff speak several languages in addition to English, including Urdu, Bengali and Mirpuri. These skills help staff to support children in their learning and help children to catch up quickly with their peers where there are gaps in their

learning.

- Staff know that small-muscle development is essential before children develop the ability to write effectively. They include many opportunities for children to develop these skills in their play and during routines. Children are encouraged to push, roll and squeeze dough as they make insects. This is linked to a favourite story. However, there are times when less confident children are overshadowed by their more self-assured peers and do not fully participate.
- Staff support children's mathematical development well. Children learn to count, compare sizes and recognise shapes. Staff adapt activities skilfully to match the age and abilities of the children taking part. For example, during a fruit printing activity, they introduce simple fractions as they cut the fruit into 'half' and 'quarter'.
- Children have plenty of opportunities to exercise. They are excited as they eagerly join the music and dance sessions. Children stoop, stretch and run on the spot as they act out stories and rhymes. Outdoors, they learn to ride wheeled toys and play chasing games.
- To minimise the risk of transmitting COVID-19, parents do not enter the premises. Staff continue to exchange information verbally, electronically and through newsletters. However, opportunities to actively engage parents in supporting their children's learning at home are not fully utilised.
- Self-evaluation is effective. For example, the manager and staff have identified that some children prefer to learn outdoors. Staff provide an array of exciting activities in the garden that cover all areas of learning.
- The manager places a high priority on staff well-being. Staff comment on the flexible working arrangements that enable them to have a good work-life balance. They appreciate time out that they are given for daily prayer.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of safeguarding children. They know the possible signs of abuse and they are clear about the procedures they must follow in the event of a concern. The manager has robust recruitment procedures in place to help deem staff suitable to work with children. Daily checks are made of the premises and resources. This helps to ensure the environment is safe for children to play in. Staff support children to keep themselves safe. Children know how to use scissors safely and why they must not run in the nursery. Staff supervise children closely at all times.

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

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

- recognise less confident children during group activities and discussions, and

consistently support them to fully participate and further enhance their learning experiences and confidence

- provide more support for parents to help them build on their children's learning at home, to help further enhance children's learning potential.

## Setting details

<b>Unique reference number</b>	EY499470
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10125214
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Mushtaq, Sammia
<b>Registered person unique reference number</b>	RP517051
<b>Telephone number</b>	0121 213 5181
<b>Date of previous inspection</b>	18 September 2019

## Information about this early years setting

Collingbourne Day Nursery registered in 2016. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications, including one at level 6, two at level 3 and one at level 2. Current operating times are term time only, from 9am until 3pm on Monday, Tuesday and Wednesday, and from 9am until 5pm on Thursday and Friday. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Laycock

## 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 provider and has taken that into account in their evaluation of the setting.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery. The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She also spoke to children about their experiences in the nursery.

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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