

Inspection of Smethwick Youth and Community Centre (GNG Nursery)

Trinity Point, Trinity Street, Smethwick, West Midlands B67 7AA

Inspection date: 11 April 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The nursery is safe and secure. Staff place an emphasis on children's well-being. As a result, children are happy and settled. Staff have a good understanding of how to manage children's behaviour effectively. They deal with any negative behaviour in a positive manner. Children behave well and show positive attitudes. Staff generally have a good understanding of their key children's development. They plan activities that enable children to make good progress in their learning. Babies and young children enjoy sensory experiences. For example, they make marks using their fingers in sand. Older children enjoy being creative in the home corner. They pretend to make ice cream for themselves and staff.

Overall, older children show high levels of independence, confidence and concentration during their play. For example, when staff ask children if they want help making Easter nests, they respond, 'no thank you'. Staff provide children with the opportunity to make their own choices, including where they want to play. They give them the freedom to change their minds too. Children with special educational needs and/or disabilities are supported well. Staff seek advice where needed to ensure all children are given the best start in life.

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

- The leader and the newly appointed manager are passionate about early education and child development. They have a clear vision for where they want the nursery to be. They identify ways that the nursery can continue to improve outcomes for children.
- Staff comment positively about the managers and the steps they have taken to reduce their workload. They have regular supervisions and are set personal targets to work on. However, these are not consistently focused on extending staff's teaching skills and embedding excellent practices. On occasions, activities that staff plan and provide result in children losing interest because the challenge from staff is not high enough to further extend their learning.
- The curriculum covers different areas of learning, with staff placing strong emphasis on children's social, communication and language skills. This focus is due to staff's awareness of the impact of the COVID-19 pandemic and a commitment to helping to narrow any attainment gaps. Staff read stories to children with expression and children eagerly give them books to read again. Staff sing rhymes to younger children, who show their enjoyment through smiles and join in with some of the actions. Staff working with older children encourage them to join in and build relationships with their peers.
- Staff provide all children with group-time activities. Older children enjoy group circle time and respond to staff when they ask open questions. Older children are excellent communicators. However, there are occasions when babies and

younger children engage in large-group learning experiences that are above their level of understanding. This limits their enjoyment and engagement.

- Staff praise children and encourage them to keep trying, which builds their self-esteem. This works well and older children show high levels of confidence and resilience. For example, children keep going until they eventually place a puzzle piece in the correct position. When mixing melted chocolate into shredded wheat, children comment, 'This is too hard'. Staff say, 'You can do it,' which encourages the children to persist and achieve the task.
- Staff work effectively with parents to obtain valuable information about children before they start, including what children already know and can do. Staff observe children, identify any learning gaps and set next steps for children to achieve. Where there are concerns, staff work well with external agencies to ensure early help can be started and children's welfare promoted.
- Parents comment positively about the nursery. They state that they are kept up to date with their children's learning and development and feel that their children are making good progress.
- Staff are positive role models and speak respectfully to the children and each other. Children learn from their example and behave well.
- Staff provide a range of healthy meals and snacks for children. Mealtimes are relaxing, calm and social times. Babies and younger children are starting to feed themselves independently and staff help where needed. Staff support children's good health and hygiene by ensuring they wash their hands before and after eating, helping younger children use the soap where required.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers take appropriate steps to ensure that those they recruit are safe to work with children. They have effective systems to ensure that all staff remain suitable. Staff have a good understanding of the safeguarding policies and the appropriate steps they should take if they are concerned about a child. The manager has a clear understanding of safeguarding and the appropriate actions to take to ensure that children are kept safe from harm. The manager shares relevant child protection information and works with external safeguarding agencies as needed. The nursery is clean throughout. Leaders and managers ensure that staff are well deployed and children are supervised.

What does the setting need to do to improve?

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

- support staff to ensure that babies and younger children receive a consistently good curriculum that fully promotes their individual needs, particularly during large-group activities

- strengthen teaching practice to help all children benefit from high-quality learning experiences that enable them to make excellent progress in their learning.

Setting details

Unique reference number	EY468039
Local authority	Sandwell
Inspection number	10221931
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	57
Name of registered person	Smethwick Youth & Community Centre Limited
Registered person unique reference number	RP532097
Telephone number	0121 565 8879
Date of previous inspection	9 January 2014

Information about this early years setting

Smethwick Youth and Community Centre (GNG Nursery) registered in July 2013. The nursery employs 12 members of childcare staff. All of these hold appropriate early years qualifications at level 2 and above. The nursery operates all year around. Sessions are available Monday to Friday, from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

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 viewed the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation and reflected on this.
- The inspector spoke to children and several parents and carers and took account of their views about the nursery.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working 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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