

# Inspection of Early Days Nursery

32 Reservoir Road, Edgbaston, Birmingham, West Midlands B16 9EG

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Inspection date: 14 April 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy when they arrive at the nursery. Staff provide a warm, nurturing environment and show genuine care for children's well-being. All children, including babies, settle with ease. They benefit from having their care needs met by staff who know them well. This helps them to build strong attachments and to feel safe.

Children enjoy the range of learning experiences. They are keen to explore and play with the natural resources available to them. Children experience sensory play using vegetables, such as carrots and courgettes. This helps them to begin to develop their hand-to-eye coordination skills. Staff introduce children to the names of new and interesting vegetables to help them to extend their vocabulary.

Staff read to children regularly. Children enjoy familiar rhymes and songs sung to them by staff. This helps children to develop their early speech. Toddlers are growing in confidence and enjoy taking part in activities when they make rabbit shapes using play dough. Older children develop a positive view of learning. They enthusiastically join in weighing and mixing ingredients for cupcakes for their Easter tea party. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning.

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

- Staff provide a varied curriculum that builds on what children know and can do. They plan the environment so that children can freely access activities of their choice, such as sand, water, puzzles, construction and role play.
- Staff gather information from parents when children join the nursery. This helps staff to know children's starting points and their wider life outside of the nursery. The transition process for new children joining or moving rooms is designed to support children to feel safe and secure.
- Staff encourage children to be independent. Older children are learning how to take care of themselves. They wash their hands independently, help to lay the table for lunch, pour drinks and return their dishes after eating. Consequently, children are motivated learners who are confident to express their wishes.
- Staff ensure that children have daily opportunities for outdoor play, which supports the development of their balance, coordination and stamina. Children develop their creativity while they mix 'potions' and enjoy painting flowers. Staff demonstrate new skills and give children time to practise these in their play. However, staff do not consistently provide further support to challenge and extend children's learning to the highest level.
- Staff support children's communication and language development well. They talk to babies using single words and short sentences. This helps babies to

communicate effectively. Staff model pronunciation carefully and encourage children to repeat and use words in their play. The oldest children confidently share their vocabulary with others. For instance, they talk about the 'lumpy' flour and the need to use a 'sieve' in their baking session. However, on occasions, staff ask children questions but do not allow enough time for them to respond. This limits children's language development and critical thinking to some extent.

- The leadership team discusses children's progress with staff regularly so that they can identify any gaps in learning. Managers utilise additional funding that the provider receives effectively. For instance, they provide specific resources relevant to children's individual needs. Children with SEND receive effective, targeted support. Staff work well with other professionals involved in children's care.
- Parents speak positively about the nursery. They describe staff's friendliness, support and care. Staff make regular assessments of each child's progress. They share these with parents to enable them to support further learning at home. Staff update parents through daily discussions and an online app, which parents can view away from the nursery and at home.
- The leadership team has a clear vision for the nursery, shared by all staff. The staff feel well supported by their leaders. Managers spend time in the rooms and observe staff's practice. They meet with staff individually during supervisions to help to improve their practice and develop their knowledge and skills.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff complete training to keep their awareness of child protection issues up to date. They recognise the signs and symptoms of abuse and neglect. Staff know who to share concerns with and how to report concerns to other professionals if the need arises, to keep children safe. The manager understands her role and responsibilities as the designated safeguarding lead. She knows the process to make a referral in line with local procedures, if there is a concern that a child may be at risk. Leaders follow robust recruitment procedures to help ensure the suitability of those employed 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:**

- support staff to use their good knowledge of the children to consistently challenge and extend their learning fully during activities
- build on staff's questioning techniques so that they give children time to respond and develop their language and critical thinking skills further.

## Setting details

<b>Unique reference number</b>	227184
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10072617
<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>	48
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Early Ventures Ltd
<b>Registered person unique reference number</b>	RP522915
<b>Telephone number</b>	0121 456 5550
<b>Date of previous inspection</b>	5 May 2016

## Information about this early years setting

Early Days Nursery registered in 1991. The provider employs 12 members of childcare staff. Of these, two hold appropriate early years qualification at level 6, seven hold qualifications at level 3 and one holds a level 2 qualification. The nursery is open from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqueline Coomer

## 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 nursery manager and the inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation of a teaching activity with the manager.
- The inspector sought the views of parents and staff and spoke to children at appropriate times during the inspection.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact this had on children's learning.
- The inspector held a meeting with the provider and nursery managers, looked at relevant documentation and evidence of staff's suitability.

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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