

Inspection of Robins Nest Nursery

Robins Nest Nursery, New Street, Rushall, Walsall WS4 1NW

Inspection date:

21 April 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The youngest children are making secure progress across the seven areas of learning. However, the quality of teaching overall is too variable. Activities for children aged two to three years do not relate to their current stage of development and are too challenging. This means that children do not make the progress they are capable of. Older children are presented with some challenge, but at times staff do not effectively support them to take responsibility and promote their independence. Nevertheless, children of all ages enjoy their time in the setting. Children's health is not fully protected, due to unsatisfactory hygiene practice in some areas of the nursery at some times of the day.

Children are beginning to learn how to respect one another and use good manners. However, they are not always effectively supported to learn the difference between right and wrong. Staff do not explain to children why certain behaviours are required or the consequences of how their behaviour may impact on themselves or their peers.

Younger children adore the staff who work with them, they constantly chatter to them throughout their play and routines. When they leave the room, they make sure their favourite member of staff knows they will be back. Children exit the room to have their nappy changed saying, 'I will be back in a few seconds, see you soon.'

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

- The management team share that they have experienced recent difficulties in recruiting good quality staff and the impact the pandemic has had on staff retention. Although they are aware of the importance of monitoring staff practice, some arrangements have been less frequent. For example, the monitoring of the quality of teaching. That said, the management team are aware of staff experiencing additional challenges with regard to their workload, such as the special educational needs leader. The management team are currently implementing arrangements to ensure staff in these roles are provided with the support they need.
- Some areas of the setting are cleaned frequently, however, others are not. This means that children's health is not fully protected. Some hygiene procedures are in place. For example, children regularly practise handwashing before food and after using the bathroom.
- At lunchtime, older children are developing some independence. For example, they serve their own food. However, this level of challenge is not extended at other times throughout the day, such as snack time. For example, staff peel and cut the fruit, serve this to children and take their cups and plates away for them

after they have finished.

- Staff feel valued by their managers. They express there have been some challenging times, due to changes in the staff team, that said, they feel supported by their managers and work well as a team.
- Children learn about the world around them and our natural world. The setting is currently adapting their practice to focus more on children's natural curiosity. Many of the resources provided for play are made from natural resources and many of the objects available to them are similar to those children may find in their own homes. Children help to care for the setting's guinea pigs, they learn about their needs and make sure they have food and fresh water every day.
- Older children really enjoy being physically active outdoors. They take turns to be the goalkeeper during a game of football. Indoors, they spend time sitting in a small group socialising, they share jokes and riddles with one another.
- Children aged two to three years listen to stories read to them by staff. They have opportunities to think about questions that relate to the stories they listen too. For example, when they hear a story about a sock called 'Simon', they think about how many socks they wear and why we need to wear socks.
- Parents are extremely satisfied with all aspects of the service. They share that their children really enjoy being with their friends and they share really warm relationships with the staff. Parents who have older children who also used to attend this setting, share how their older children were helped to be ready for school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff understand about keeping children safe. They risk assess areas used by the children and take action to minimise these risks. Policies and procedures are in place that support staff in understanding their roles and responsibilities in safeguarding. Staff access online training and are confident about the signs and indicators of abuse and neglect, and know who they must report to in the event of any concerns. Staff mobile phones are not accessible to them during the time they care for the children, these are only allowed to be used on staff breaks in the staff room. Security is good and all adults are met at the front door prior to being invited into the setting.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve the quality of teaching for children aged two years and over to ensure all age groups are effectively challenged to make good progress in all areas of their development	27/05/2022
make sure children's health is effectively supported at all times, with specific regard to ensuring regular cleaning in all areas used by the children	25/04/2022
ensure all staff consistently implement strategies designed to support and manage children's behaviour at all times.	27/05/2022

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

- monitor the quality of teaching more closely to help ensure standards are raised to a higher level.

Setting details

Unique reference number	2568515
Local authority	Walsall
Inspection number	10237971
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 11
Total number of places	50
Number of children on roll	74
Name of registered person	The Gables Walsall Limited
Registered person unique reference number	2568514
Telephone number	01922637777
Date of previous inspection	Not applicable

Information about this early years setting

Robins Nest Nursery registered in 2020. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Lapworth

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 toured the nursery with the deputy manager and completed a learning walk with the manager. The manager described how the environment and the curriculum is organised.
- The inspector looked at relevant documentation, such as the evidence of the suitability of staff working in the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the manager.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

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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