

# Inspection of The Nest Nursery

Gunter Primary School, Gunter Road, Birmingham, West Midlands B24 0RU

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Inspection date: 28 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**

There is a calm, happy and sociable atmosphere at this nursery. Staff place a high priority on children's emotional development and children develop warm and trusting relationships with their key person and each other. Staff are committed to helping every child to succeed and are attentive to their needs. As a result, all children, including children with special educational needs and/or disabilities, are well supported and show positive attitudes towards learning.

Children enthusiastically explore in the indoor and outdoor environments and find interesting and inspiring activities to develop their imagination. They are provided with real-life resources, such as glasses to drink from. They learn to handle objects appropriately and develop an understanding about how to manage their own safety. Children behave well. They play cooperatively with each other and respond well to the routines and boundaries in place. Children thrive on the praise they receive from staff for their efforts and achievements. This helps to build their self-esteem and confidence.

Although parents no longer come inside the nursery, due to the COVID-19 pandemic, staff make sure that they keep them informed. They spend time each day sharing updates and news. During the COVID-19 pandemic, the nursery delivered activities and books to every family to help to support children's learning at home.

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

- Leaders and managers are passionate about working with children and providing them with a good foundation for their future learning. They have a clear curriculum that is well thought out. They provide children with opportunities to explore open-ended, natural resources and household items in their play. This develops children's natural curiosity and creativity. However, some activities could have a clearer learning intent in order for children to progress even more.
- Staff have high expectations for children's behaviour. They know the children well and are good role models. They teach children to become good citizens and be kind. Children's independence skills are nourished from a very early age. They enjoy doing things for themselves, and staff use everyday experiences to support mathematical development. For example, older children set the table at mealtimes and count the correct number of places.
- Children learn about oral hygiene to extend their knowledge of healthy practices. Staff talk to children about the importance of brushing their teeth and read children stories about visiting the dentist.
- The leadership team supports staff to develop their practice. Staff benefit from ongoing mentoring, alongside regular appraisals and peer-on-peer observations.

They are encouraged to access the range of training that is available to them. Staff consider the impact training has on their practice and apply what they learn. This commitment to staff's professional development results in good teaching, which contributes to children's learning.

- Inclusive practice is a strength of the nursery. Children who need extra support are quickly identified. Staff work with outside agencies and share any concerns promptly. This ensures that children receive any additional support needed to help them to make the best progress possible.
- Relationships with parents are positive. Staff gather information from home about children's achievements, interests and routines on an ongoing basis to provide a personalised experience for all children. Staff share information with parents about how they can support their child's learning at home.
- The nursery supports children's early language development through fostering a love of books, songs and rhymes. Staff sing throughout the day to support children's understanding of routines and transition times. During story time, staff read with expression and enthusiasm. Children ask questions and comment on the story they are listening to. However, during some large-group activities, there are occasions when babies and younger children take part in activities that are above their level of understanding.
- Children have good opportunities to progress in their physical development. They have access to a challenging outdoor area. Children solve problems with support from staff. For example, at forest school, children think about, talk, and try different options to get a hoop down from a tree, using long sticks.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, managers and staff understand their roles and responsibilities in ensuring that they provide a safe environment for children to learn and develop in. This includes taking effective steps to ensure that those they recruit are suitable to work with children. They have robust systems in place to recognise when children are at risk of harm and take the necessary steps to keep them safe, for example by liaising and sharing information where needed with other professionals. Staff supervise children well. All staff have received first-aid training.

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

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

- consider further how the needs of babies and younger children are met when engaging in large-group activities with older children
- ensure that learning intentions for activities are clear so that staff can support children to make even better progress.

## Setting details

<b>Unique reference number</b>	EY402935
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10116314
<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>	1 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	The Nest Nursery Limited
<b>Registered person unique reference number</b>	RP529411
<b>Telephone number</b>	0121 675 4184
<b>Date of previous inspection</b>	1 August 2013

## Information about this early years setting

The Nest Nursery registered in 2009 and operates from designated rooms within Gunter Primary School in Pype Hayes, Birmingham. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.15am to 6pm. The nursery employs 19 members of staff, all of whom hold appropriate early years qualifications at level 3. The company director is a qualified teacher.

## Information about this inspection

### Inspector

Carli Mccallin

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several 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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