

Inspection of Early Learners Nursery

23A Watford Road, Cotteridge, Birmingham, West Midlands B30 1JB

Inspection date: 4 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Staff truly value every child as an individual. They greet children with warm interactions and smiles. This helps children to settle quickly, and they show a real eagerness to greet staff and their friends. Staff transform this community hall every day and work hard to make the environment stimulating to build on children's interests, needs and capabilities.

Staff's support for children with special educational needs and/or disabilities (SEND) is exemplary. All children, including those with SEND, have a wealth of opportunities to help them develop fundamental skills for their next stage in their education. Staff provide children with a language-rich environment. As a result, older children confidently recall experiences they have taken part in. For example, they articulate what they know about the fruits and vegetables they have been growing. Staff provide exciting experiences for children and continually revisit activities to help consolidate children's learning and build on prior experiences. Most children demonstrate a strong desire to learn.

Staff support children's personal, social and emotional development well. Children develop a positive sense of themselves and learn to respect one another. This can be seen through the strong friendships that children have developed. Staff teach children to value their unique qualities. Pre-school children excitedly share pictures they have drawn, and photos that represent themselves, their family, and their community. Older children show the skills they have learned in preparation for school. For example, they freely draw, give detailed explanations of their pictures, and show perseverance with tasks until they have mastered new skills.

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

- The manager provides strong leadership to the well-established and knowledgeable staff team. They are all highly passionate about providing children with the very best opportunities. Consequently, children thrive and are eager to learn. The manager identifies staff's training needs and professional development opportunities, and uses their skills and expertise well across the setting. Staff's well-being is given the highest regard. This results in the team working extremely well together.
- The SEND coordinator has a wealth of knowledge and expertise, and uses this to determine very quickly if there are any gaps in children's learning. They are proactive with the support they offer to parents and gain any additional support from other agencies without delay. This means that children benefit very quickly from targeted support. The SEND coordinator has completed high level training and is working with the local authority to provide training for other early years practitioners to help them identify early support for children with SEND. This

helps to raise outcomes at the setting and beyond.

- The manager has made use of funding to improve the provision for children who need it. For example, they have introduced emotions cards. Children are encouraged to use these to develop their language to talk about and manage their emotions effectively and increase their confidence.
- Staff's partnerships with parents are a real strength. Parents say they feel confident to speak to staff openly about their child. They know their child's key person and are very happy with the information that is shared about their child's development. Parents say that this setting is amazing, and the support they and their child receive is fundamental to the progress children make. Staff give parents ideas of how they can continue to support their child's learning at home.
- Staff foster children's independence well. They encourage children to make choices in their play and effectively support them to manage personal care needs. This results in children being confident to manage toileting, toothbrushing and handwashing routines. However, during transition periods of the day, children sometimes wait for long periods and staff do not consider how to enhance the learning opportunities during these times. This results in some of the younger children, at times, becoming restless.
- Staff provide lots of opportunities to develop children's physical skills. Children thoroughly enjoy their 'wake up and shake up' activity. They move their bodies in different ways to the music and younger children enjoy copying older children. This helps the youngest children to negotiate space and follow direction.
- Children take part in planned story and singing sessions. Older children listen well and recall their favourite stories. The way staff communicate with them sparks most children's interests and enables them to share their ideas, building on their vocabulary and language. However, occasionally, younger children lose focus and staff do not consider how to adapt activities to keep them as highly engaged.
- Older children act as positive role models for the youngest children. They learn to resolve conflicts and follow rules and boundaries. This is helping the younger children to learn some behaviour expectations.

Safeguarding

The arrangements for safeguarding are effective.

There is an open safeguarding culture across the setting. All staff have a suitable understanding of their roles and responsibilities to protect children from abuse or harm. Staff are alert to all factors that could suggest a child is at risk from harm. They are aware of the needs of the community, families and children that access their setting. Staff log and monitor concerns effectively and know the procedures for taking action should they have a concern about a child. Safeguarding policies and procedures have been updated to ensure any unwanted behaviour from parents are dealt with and that children are kept safe. Staff carry out effective risk assessments. The premises are safe and secure, and no unauthorised persons can gain access to children. There are robust systems in place during drop off and collection times, so that children are unable to leave the premises unsupervised. All

staff undergo suitability checks, including an enhanced Disclosure and Barring Service check.

What does the setting need to do to improve?

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

- enhance staff's teaching during transition times to increase opportunities for children's learning
- consider how to further adapt planned activities to encourage the youngest children to become highly engaged in their play and learning.

Setting details

Unique reference number	509353
Local authority	Birmingham
Inspection number	10232569
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	2 to 4
Total number of places	32
Number of children on roll	26
Name of registered person	Trew, Lynn
Registered person unique reference number	RP514617
Telephone number	0784 3571168 01214334615
Date of previous inspection	4 March 2015

Information about this early years setting

Early Learners Nursery registered under its current ownership in 1997. The nursery employs three members of childcare staff; all hold appropriate early years qualifications at level 3. The manager has gained early years teacher status. The nursery opens from Monday to Friday, during term time. Sessions are from 8am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also provides a service for fee paying parents of two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Emma McCabe

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 manager and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider, who is also the manager, joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children and parents during the inspection and gained their views about their experiences of the provision.
- Staff held discussions with the inspector throughout the inspection.
- The inspector carried out a joint observation with the manager and assessed the quality of education.
- The inspector viewed documents relating to 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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