

Inspection of The Organic Nursery

2 Blossomfield Road, Solihull, Warwickshire B91 1LD

Inspection date: 3 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time in this welcoming and inclusive environment. The nursery is a hive of activity, where children play, explore and investigate under close supervision of staff. Due to the COVID-19 pandemic, children say goodbye to their parents at the front door. They are greeted warmly by the nurturing staff, who engage them in conversation about their friends and the day ahead.

Children learn to respect each other and develop an understanding of the similarities and differences between themselves and others. Children are kind and considerate. They use good manners. Children share and play cooperatively. They demonstrate they feel safe and secure. For example, children are excited when they see the staff and run to them for hugs. Children learn to recognise and manage their own needs. For example, older children go to the toilet independently and babies crawl into sleeping pods when they are tired.

Children use a variety of resources which help to develop their small-muscle skills and coordination. For example, they have fun while they manipulate dough and concentrate when they use scissors during small craft activities. Children learn to recognise and write their own name. They persevere with tasks and develop a can-do attitude.

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

- The manager has devised an ambitious well-sequenced curriculum which is understood and implemented by staff throughout the nursery. She monitors children's progress and adapts the curriculum to meet the needs of the children who attend.
- Staff performance is monitored effectively and focuses their professional development on supporting children to make the best possible progress.
- Staff manage children's behaviour effectively. Consequently, children behave well.
- Staff are enthusiastic about their roles and have high expectations for children. They have a good understanding of child development. Staff make regular observations of children's learning and accurate assessments of what they need to learn next. They provide activities and experiences that match children's interests and learning needs. As a result, all children make good progress, including those children with special educational needs and/or disabilities.
- Overall, staff promote children's communication skills well throughout the nursery. Children enjoy music, dance and singing sessions. They enjoy listening to their favourite stories. Staff engage children in discussions and encourage children to express their views and opinions. However, they do not consistently encourage children to use their dummies for limited periods of time, such as

when they are upset or resting. Staff do not share with parents the impact dummies can have on younger children's communication and language development.

- Staff know how to support children's mathematical development effectively. Two-year-olds learn to count and recognise basic shapes. Older children start to recognise numbers and use simple addition and subtraction.
- Staff place a strong focus on building children's self-esteem. They give plenty of praise and encouragement. Children proudly point out to visitors the work they have completed, which staff display prominently in the nursery.
- Staff caring for babies are highly attuned to their needs. They respond promptly to their physical and emotional needs to ensure they remain comfortable and content. Staff have carefully considered the babies' environment. For example, they have placed favourite toys and resources around the room. This enables babies to explore and investigate independently and promotes their physical development while they move around.
- Children develop a good understanding of the importance of eating nutritious food as part of a healthy lifestyle. They prepare fruit and make their own smoothies. Staff introduce discussions about the impact of different foods on their bodies. Children learn about good oral hygiene. They have plenty of opportunities to be active, indoors and outdoors. However, the lunchtime routine does not always work well for the pre-school room children, who sometimes sit and wait for too long before lunch is served. This results in some children becoming restless.
- Parents speak very highly of the manager and her team. They say they receive regular updates on the progress their children make in the nursery and know what they can do at home to support them further. Parents comment on the close relationships between the children and staff. They feel their children are safe and say that staff inform them promptly if their children become poorly during their time at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of safeguarding. They know the possible signs and symptoms of abuse and neglect and when and where to report any concerns they may have about a child's welfare. Staff supervise children well at all times. Staff report accidents and inform parents. The provider maintains staff to child ratios as required. The manager has robust recruitment systems in place. All staff are rigorously vetted to help check that they are suitable to work with children. Staff teach children about the importance of keeping safe. For example, they learn how to use scissors safely.

What does the setting need to do to improve?

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

- provide support for parents and children to help to minimise children's use of dummies to encourage children's communication and speaking skills further
- review the organisation of lunchtime routines in the room for three-year-old children so that they do not have to wait unnecessarily.

Setting details

Unique reference number	EY563373
Local authority	Solihull
Inspection number	10237260
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	53
Number of children on roll	103
Name of registered person	Saplatenski, Theresa
Registered person unique reference number	RP563372
Telephone number	07894 544694
Date of previous inspection	Not applicable

Information about this early years setting

The Organic Nursery registered in 2018. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round. The provider employs 16 members of staff. Of these, 13 hold relevant early years qualifications at levels 2 to 5. The manager holds qualified teacher status. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery.
- The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector held discussions with the manager, deputy manager and office manager, as well as staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and checked evidence of the suitability of those working with children.

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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