

Inspection of The Enchanted Rose Garden Nursery And Pre-School

60-64 Northfield Road, Kings Norton, Birmingham B30 1JH

Inspection date:

11 May 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children have adjusted well to changes in the arrival procedures in response to the COVID-19 pandemic. Staff provide children with a warm welcome at the door, which helps them to separate from their parents with ease. Children walk into the nursery happily and confidently with staff, showing that they feel safe and secure.

The quality of teaching is variable. The newly appointed manager has recently made changes to how staff plan for children's learning. However, this is not yet fully understood and embedded by all staff. As a result, staff do not always provide activities and experiences that target individual children's development needs, to help them make good enough progress in their learning. That said, children do enjoy some of the opportunities that staff provide. Younger children develop an understanding of concepts as staff show them big and little objects. Older children use their imagination outdoors to make birthday cakes using mud.

When children are engaged in activities, they show a positive attitude towards their learning. However, sometimes the transition between activities and routines takes a long time and staff have unrealistic expectations of how long children will remain sitting. During these times, children become distracted from learning. For some children, this impacts negatively on their behaviours.

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

- Since the last inspection, managers have focused on making improvements to safeguarding practices. They have improved their knowledge and understanding of child protection policies and procedures. Managers have implemented robust recruitment procedures to assess the suitability of staff working with children. They provide staff with regular and confidential opportunities to talk about any safeguarding issues. This helps to keep children safe.
- Relationships with parents are strong. Parents provide highly positive feedback about the nursery. They particularly enjoy receiving updates about their child's experiences through an online app. Parents praise managers for their transparent communication when providing information about the nursery.
- A recent change in management means that managers have not yet ensured that there is a well-sequenced and ambitious curriculum embedded in practice. Managers have some ideas about what they intend for children to learn at the nursery. However, these expectations for children's learning are not consistently understood by all staff. As a result, the curriculum is not yet successfully delivered to children to provide them with the full breadth of knowledge and experiences they need in preparation for the next stage in their learning.
- Staff's knowledge of, and expectations for, children's development is variable. Some staff know children very well. However, managers have not yet ensured

that all staff have a deep understanding of children's development to support their learning. Although staff identify what they want children to learn next, they do not use planning well enough to meet their learning needs. At times, staff do not challenge children's learning enough. As a result, children are not supported to make the best possible progress in their learning and development.

- Staff comment positively about the support they receive from managers. They say that managers are approachable and that they feel respected in their roles. However, managers do not yet effectively monitor teaching practice closely enough to identify and address some weaknesses. As a result, the quality of education that children receive is inconsistent.
- Children's health is well supported. They benefit from a varied range of healthy snacks and meals. Older children are supported to learn about hygiene practices and understand that they need to wash their hands before mealtimes.
- Children thoroughly enjoy playing outdoors every day. They access an exciting and well-resourced outdoor environment. Children practise their physical skills as they balance across different obstacles. They show control and coordination as they transport water using different tools and pretend to make potions.
- The organisation of activities and routines impacts on children's behaviour. At snack and mealtimes, children wait for extremely long periods while staff prepare their food. Managers and staff do not identify that the tables children sit at are often crowded. Some children get frustrated and hurt their friends. Although staff manage children's behaviour appropriately and explain their expectations to children, this could be avoided.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers receive training to keep their knowledge of safeguarding issues up to date. Staff are knowledgeable about signs that could indicate a child is at risk of harm. They understand the procedures to follow to report any concerns about children or the conduct of other adults. Managers implement an effective procedure to promote the safe use of mobile phones in the nursery. They follow robust recruitment processes to assess the suitability of staff before they begin working with children. Managers ensure that the deployment of staff means that there are enough staff present to meet the needs of children and keep them safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve the arrangements for the supervision and monitoring of staff practice to help staff fully understand all aspects of their role and responsibilities and raise the quality of teaching consistently to a good level	30/06/2022
ensure that staff consistently plan and provide children with challenging and enjoyable experiences that take account of their individual needs, interests and stages of development	30/06/2022
identify and implement an ambitious and well-sequenced curriculum that provides children with a breadth of knowledge and experiences that prepares them for the next stage in their learning.	30/06/2022

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

- review the organisation of activities and routines to reduce the time that children spend waiting and help them to maintain a consistently positive attitude towards their learning.

Setting details

Unique reference number	2536382
Local authority	Birmingham
Inspection number	10236943
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	60
Number of children on roll	95
Name of registered person	Rennie, Samantha
Registered person unique reference number	2536381
Telephone number	01217378414
Date of previous inspection	21 January 2022

Information about this early years setting

The Enchanted Rose Garden Nursery And Pre-School registered in 2019. It is located in Kings Norton, Birmingham. The nursery is open from 7.30am until 6pm, Monday to Friday for 51 weeks per year. There are 18 members of childcare staff employed. Of these, two hold a qualified teacher status, one holds an appropriate qualification at level 6 and nine hold appropriate qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector around all areas of the premises.
- The manager and provider explained to the inspector how the provision and curriculum are organised.
- The manager, provider and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact of this on children's learning.
- The inspector held a meeting with the manager and provider, and looked at relevant documentation and evidence of staff 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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