

Inspection of Small Talk Nurseries Ltd.

85 Grove Lane, Handsworth, BIRMINGHAM B21 9HF

Inspection date: 6 June 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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are greeted by friendly staff. They are happy to come into the nursery and separate easily from parents and/or carers. Those children who may be more reluctant or upset to come in, soon settle as they form secure relationships with staff who are attentive to their needs.

Young babies enjoy exploring with paint. They use paintbrushes to make marks on paper or rub it through their fingers feeling the textures. The baby room is spacious and well resourced and children can make independent choices in their play. Toddler children can choose from several rooms to explore and learn. They particularly enjoy the role play area, which uses real fruit and vegetables that the children have been to the shop to choose and buy for themselves.

Children in the pre-school room are acquiring skills ready for their transition to school. They make, mix and manipulate their own play dough. This strengthens their fine-motor skills to help with pencil control. Children recall the knowledge that they have previously learnt of how to make play dough and colour it with different paints. All children are confident. They feel safe and secure. Children talk excitedly with the inspector about what they like doing at nursery and show her their creations.

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

- The provider and manager have taken positive action to raise and improve the quality of teaching and experiences for the children since the last inspection. Staff have attended training to help improve their understanding and knowledge. This impacts on their interactions with children and the activities they plan and provide for them. Consequently, children are making progress with their learning.
- The curriculum is securely embedded throughout the nursery. It is sequenced so children gain the skills and understanding before progressing further in their development. Activities are planned and provided in line with children's interests and next steps in learning. This results in children being engaged in the activities provided for them and, overall, all children behave well. Staff remind children of the behaviour expectations and how they can be kind to their friends.
- There is a strong emphasis on communication and language skills and children develop a love for books. Pre-school children enjoy retelling the story of 'Goldilocks and the Three Bears'. Children play a character from the story and act and retell what is happening. Younger children are supported in their language development as they discuss and talk about the food they have just bought from the shops. However, staff do not always model the correct pronunciation of words and there are missed opportunities to introduce early

letter sounds to help with the correct pronunciation. This would support children's developing language skills and help them further with learning phonics in preparation for when they go to school.

- Although the nursery does not have an outside area, staff ensure that all children receive daily fresh air and develop an interest in the world around them, by taking them on outings. For example, young babies are taken on walks in pushchairs and older children go to the park. This fosters an interest in animals and minibeasts. Children go looking for bugs and insects in the soil at the park or look for caterpillars which turn into butterflies.
- Children with special educational needs and/or disabilities are well supported. Staff recognise that children may need extra support and appropriate plans are put in place. They work well with external agencies, obtaining support for children and their families. This ensures children make the best possible progress.
- Partnerships with parents are strong. Parents comment that they receive lots of support from the nursery and the staff. They are kept regularly updated with their children's progress. They attend face-to-face parents' evenings and review observations of their children using an online app. Staff involve parents in supporting their child's learning at home. Recently, children have grown plants from seeds. They have taken their plants home to continue to grow these in gardens with help from their parents.
- Children learn the importance of healthy lifestyles and how to be healthy. They discuss fruit and vegetables that are good for them and their teeth. Children regularly wash their hands. However, the organisation of these routines impacts on the children and their learning. Children are engrossed in their play when they are asked to stop to wash their hands for snack/mealtime. However, food is not ready for them and they sit for prolonged periods, waiting.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend training in safeguarding and are aware of the procedures to follow if they have concerns about children in their care. Staff have appropriate knowledge to identify behaviours in adults which may cause concern and are confident to whistle-blow to safeguard children from any potential harm. Staff have recently attended health and safety training. Effective risk assessments ensure the premises are safe and suitable. Recent changes have ensured children cannot access storage cupboards, for example, as locks have been placed high up out of children's reach. Managers question staff daily about safeguarding and complete regular supervisions to ensure the continued suitability of staff.

What does the setting need to do to improve?

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

- support children's communication and language even further by ensuring staff role model correct pronunciation of words and introduce early letter sounds
- review nursery routines to ensure these do not negatively impact on children's learning opportunities.

Setting details

Unique reference number	EY390736
Local authority	Birmingham
Inspection number	10240077
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 8
Total number of places	60
Number of children on roll	62
Name of registered person	Small Talk Nurseries Limited
Registered person unique reference number	RP528845
Telephone number	0121 5543445
Date of previous inspection	13 December 2021

Information about this early years setting

Small Talk Nurseries Ltd registered in 2010. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and a week at Christmas. It also runs a before- and after-school club and a holiday club. The nursery employs 15 members of childcare staff, of which two hold a level 6 qualification, one holds a level 5 qualification and all the other staff hold an appropriate early years level 3 qualification. The nursery receives funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector
Johanna Holt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, including the complaint policy and log and risk assessments and reviewed evidence of 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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