

Inspection of Kings Heath Grange Day Nursery

23-25 Grange Road, Kings Heath, Birmingham B14 7RN

Inspection date: 8 June 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff greet all children with smiles and warm interactions as they come into nursery. This helps ensure babies and children are happy and settled. Babies and children show they develop secure attachments as they go to staff for cuddles and smile, babble and talk to them. Staff give children's care needs the highest regard and they model respectful behaviour and language during care routines. For example, they negotiate and give explanations when carrying out tasks such as changing children's nappies and wiping their noses. Consequently, children show they feel safe, express their thoughts and feelings, and make their needs known to staff.

Staff have high expectations for all children. They offer an inclusive provision and provide targeted, individual support for children with special educational needs and/or disabilities (SEND). This helps all children to make progress in their learning. Children are well prepared for the next stage in their development. Children moving on to school gain the skills that will help them to transition smoothly. Children form strong friendships and play well together. They show respect and tolerance for one another and confidently chat away to their friends.

Staff engage in meaningful conversations with children to extend their learning. They encourage children to make choices and follow their interests, which supports children to build on knowledge they have learned. For example, older children create with bricks and talk about the bones and doctor's tools they have created. Staff extend their language as they talk about the bones in our bodies. Babies are curious and inquisitive, and staff provide high-quality interactions as they engage in sensory play. Two-year-olds are very interested in making dough and show good control and coordination as they use a range of tools to mould their dough. Children articulate what they know, they listen well and share their thoughts and ideas.

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

- Leaders and managers are passionate about the nursery and have worked hard to take action to raise the overall quality since the last inspection. They have completed training and research and worked with other professionals to improve children's care and education. The provider and manager support staff and provide ongoing professional development opportunities to continually improve their knowledge and skills. Staff's well-being is given the highest regard. Their views are listened to and the team work well together.
- The special educational needs coordinators (SENCOs) support staff well to make timely referrals when necessary. Staff swiftly recognise where there are gaps in children's learning and put targeted support in place to help children to catch up

and make the best possible progress. They work in close partnership with other professionals and parents to ensure children's individual needs are met. The provider consistently monitors referrals and ensures arrangements are in place for children with SEND who are transitioning to school.

- Staff know their children exceptionally well. They observe and assess children and plan for their individual next steps. Staff provide interesting activities to build on children's knowledge. For example, they talk to children about quantity, weight and number as they explore with pasta, spaghetti and buttons. However, at times, some staff do not provide more challenging experiences to stretch children further. This means some children are not as highly engaged in their learning as they could be.
- Staff act as positive role models and have improved strategies to manage children's behaviour. This has resulted in children behaving generally well and they are fully aware of expectations and boundaries. Children are confident. They are beginning to resolve conflicts and know the routines of the day. However, staff have not fully considered how to further support some children to overcome barriers when they encounter difficulties to build their resilience and self-control.
- Staff help children to become independent with managing self-care tasks. Children show what they have learned as they talk about the importance of washing their hands. Babies and children develop their physical skills as they move around the outdoor space accessing a variety of equipment. They take measured risks as they master climbing the steps of the slide and use a range of wheeled toys. Staff support babies to develop core strength and coordination, which helps them to master walking.
- Managers and staff build strong relationships with parents. They use information gained from parents to inform their planning and build on children's prior experiences. For example, staff have supported children with developing an understanding of healthy eating and dental hygiene following discussions with parents. Staff follow parents' wishes with weaning babies and toilet training. They offer consistent advice and reassurance when parents need it. Parents' comments are positive, and they say how much progress their children are making.
- Staff promote children's communication and language development well. They enthusiastically read to children using puppets and props. Consequently, children develop a love of books. Staff consistently model and repeat words and use appropriate questioning. This helps children to develop their thoughts, ideas, understanding and vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

All staff are fully aware of their responsibilities to safeguard children. The manager has implemented policies and procedures effectively across the setting. The designated safeguarding leads ensure that all staff are trained in child protection issues. Staff know the signs that would alert them to children being at risk from

harm or abuse, including risks from extremism, radicalisation, grooming and county lines. The premises are safe and secure and staff complete risk assessments to ensure any hazards to children are identified and managed. All staff's suitability is checked. They undergo thorough induction and recruitment processes to ensure they are suitable to fulfil the requirements of their role. Staff help children to feel a sense of security. They are sensitive to the children's needs and help them to learn how to keep themselves safe.

What does the setting need to do to improve?

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

- consider how to further stretch and challenge children and help them to become more highly engaged in their learning
- identify further strategies to teach children to develop high levels of self-control and resilience.

Setting details

Unique reference number	EY229615
Local authority	Birmingham
Inspection number	10201209
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 4
Total number of places	72
Number of children on roll	72
Name of registered person	Phull, Jackie Davinder Kaur
Registered person unique reference number	RP907153
Telephone number	0121 444 0515
Date of previous inspection	16 June 2021

Information about this early years setting

Kings Heath Grange Day Nursery registered in 2002. The nursery employs 16 members of childcare staff, most of whom are qualified at level 2 or level 3. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery also offers a before- and after-school club from 7.30am until 8.30am and from 3.30pm until 6pm, and holiday care in all school holidays from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- 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, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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