

# Inspection of Rowley Village Nursery

1a Carlyle Road, Rowley Regis, Staffordshire B65 9BQ

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Inspection date: 14 June 2022

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children are happy at this safe and secure setting. They form attachments with their key workers, who are kind and caring and know the children well. Since the COVID-19 pandemic, parents do not enter the setting. However, children are confident and come inside independently. Children show respect and patience towards each other. For example, they wait for others to join a group before the activity begins.

Staff provide lots of exciting sensory activities that capture children's interest and spark their natural curiosity to become active learners. For example, children concentrate when making smoothies, pouring, counting and carefully adding ingredients.

Leaders ensure that the setting is inclusive for all children. Children with special educational needs and/or disabilities (SEND) are provided with a thoughtful curriculum that is designed to support their learning. For example, they enjoy spending time in the sensory room being creative, while being cared for by kind and calm staff. Leaders are proactive and seek advice from outside agencies to fully support SEND children and ensure best practice.

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

- Leaders evaluate their own practice and regularly reflect on the provision. They set clear areas of improvements around the setting.
- Leaders have set an ambitious curriculum. However, at times, it is not implemented as well as possible. On occasion, staff do not accurately promote children's individual learning needs. This particularly refers to the youngest children.
- Staff practices are monitored for quality and improvement reasons by leaders. They actively encourage staff to attend training courses to develop their knowledge. However, leaders do not always focus as closely as possible on enhancing teaching. This particularly relates to increasing staff's knowledge of how to further promote the youngest children's learning.
- Children actively participate when skilled staff read familiar stories, such as 'We're Going on a Bear Hunt'. They listen attentively and can recall when they are ready to 'squish' their feet through the mud and sing 'were not scared' when entering the forest. Pretend play at the beach encourages active learning. This helps to further develop children's social and emotional skills.
- Parents say they are happy with the setting. Staff ensure they receive regular progress updates and information about their children's care and education daily. Leaders provide access to useful links on the setting's website to enable parents to read stories with their children at home. This helps to support

children's speech and language skills.

- Leaders carefully select staff and deploy them effectively, based on their specific qualities. For example, in the baby room, staff are calm and compassionate. They skilfully support children's emotional needs and help parents to feel confident about leaving their children.
- Independence is promoted. The youngest children self-register as they arrive at the setting. For example, toddlers hold up spoons with a picture of their faces to acknowledge they are here. Older children self-register on arrival by collecting a picture of themselves. Staff make this more challenging for those getting ready for school as they find and identify their own names.
- Lunch is a sociable occasion. Children serve themselves and talk while passing bowls of rice and curry around the table to share with their peers.
- Staff teach children to care for others. Children confidently share resources, inviting other children to join in the fun. They acknowledge that birds have small beaks when carefully chopping the fruit for a bird feeder. They proudly and confidently hang the bird feeders onto branches in the garden. They are keen to show their key persons their work, who praise them.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are aware of the signs and symptoms of abuse. They know who to contact and report to if they have concerns about a child. They understand about radicalisation and female genital mutilation. Children's attendance is closely monitored and procedures are in place if children do not attend regularly to ensure they are safe. The setting has secure systems in place that include locking the outside gates during outdoor play. Regular fire drills are implemented and fire equipment is regularly checked.

## What does the setting need to do to improve?

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

- implement the curriculum even more successfully to help promote the individual learning needs of the youngest children
- monitor staff teaching practice more closely and help those working with the youngest children to further extend skills.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | 2573237                            |
| <b>Local authority</b>                             | Sandwell                           |
| <b>Inspection number</b>                           | 10239251                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Full day care                      |
| <b>Age range of children at time of inspection</b> | 1 to 4                             |
| <b>Total number of places</b>                      | 66                                 |
| <b>Number of children on roll</b>                  | 66                                 |
| <b>Name of registered person</b>                   | Primahc Ltd                        |
| <b>Registered person unique reference number</b>   | 2573236                            |
| <b>Telephone number</b>                            | 07973376114                        |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

Rowley Village Nursery registered in 2019. The nursery is open from 7.30am until 6pm throughout the year. The nursery employs 12 members of staff, of whom 11 hold appropriate early years qualifications. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

linda Whitehouse

## 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 setting and took that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The special educational needs coordinator 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.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views

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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