

# Inspection of South and City College Nursery

Cole Bank Road, Hall Green, BIRMINGHAM B28 8ES

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Inspection date: 22 June 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children arrive happily and settle quickly to play with their friends. They have fun and readily engage in the activities on offer. Children form close bonds with staff, who are kind, caring and responsive to their emotional needs. Children demonstrate good attitudes to learning. Babies persevere when trying to launch toy cars down ramps. They show concentration and determination as they spend time making sure the ramps are properly aligned before releasing the cars. Toddlers enjoy playing in sand, trying to find hidden items. Pre-school children enjoy exploring the outdoor environment, where they can develop their large-muscle skills as they run, climb and balance on the outdoor equipment.

Children's good health is promoted well. They enjoy hot, cooked meals that are healthy and nutritious. Children have daily opportunities to be physically active. Children behave well and play cooperatively. They learn to share and take turns while using the small indoor trampoline. Children are becoming independent and developing an awareness of taking care of their own needs. This includes putting on their shoes ready for outdoor play and washing their hands after using the toilet. Children are developing the skills they need to help prepare them for their future learning.

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

- The quality of teaching is good. Staff know children well and they use this knowledge to plan activities that are based on children's current interests. Children readily engage in the opportunities on offer. All children make good progress in their learning. However, some planned activities do not focus enough on the intended learning experiences for children, to help them progress even further in their learning.
- Staff place a strong emphasis on helping children gain good communication and language skills. Staff engage children in frequent conversations and discussions. They ask appropriate questions and give children time to think and respond. Staff support children who speak English as an additional language. They work closely with parents and find out key words from the children's home languages and use these to communicate with children.
- Staff support children's personal development well. They talk to children about the importance of washing their hands to stop germs spreading. Children confidently tell staff that if germs get into their tummy, they will make them sick. Staff prepare children for their move on to school. They include school uniforms in the dressing-up clothes and talk to the children about this change. This helps to support children emotionally for their move on to school.
- Children with special educational needs and/or disabilities receive good support. Staff work well with parents and other professionals to ensure they meet the

individual needs of the children. This helps to ensure early intervention for children who may need extra support, so that they are able to make good progress from their starting points.

- Children develop good physical skills while climbing, bouncing and sliding on the indoor apparatus. Older children have regular opportunities to go on outings within the local area. However, staff do not place as much focus on ensuring younger children have enough opportunities to further enhance their play experiences outdoors.
- Partnerships with parents are good. Parents spoken to on the day of inspection express how happy they are with the nursery. They say that staff are extremely supportive of the whole family. Parents are kept well informed through an online journal and daily discussions. They are aware of the plans for children's future learning. This helps them to continue with their child's learning at home.
- Managers and staff are passionate about providing children with the best possible start in life. Staff feel well supported by the management team. Managers conduct regular supervision meetings with staff and carry out observations of staff practice. Staff have good opportunities to attend regular training throughout the year.
- Staff have high expectations for all children. They manage children's behaviour well. Staff act as good role models and praise children for their good behaviours. As a result, children show respect and kindness towards each other.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their roles and responsibilities for safeguarding. They confidently describe the signs and symptoms of abuse and have a good understanding of the procedures to share concerns about children's welfare. Staff are confident with the procedure to follow, should they need to report concerns beyond leaders and managers within the setting. The premises are safe and secure. Staff are well deployed and supervise children well. They respond appropriately to accidents children may have, recording and monitoring accidents and sharing this information with parents.

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

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

- enhance the planning of some adult-led activities by focusing on what staff want children to learn, helping children make the best possible progress
- build on opportunities for younger children to have more play and learning experiences outdoors.

## Setting details

<b>Unique reference number</b>	EY347523
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10116295
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	South & City College Birmingham
<b>Registered person unique reference number</b>	RP902564
<b>Telephone number</b>	0121 694 5034
<b>Date of previous inspection</b>	17 December 2013

## Information about this early years setting

South and City College Nursery registered in 2007. It is situated within the grounds of South and City College in the Hall Green area of Birmingham. It is governed by the care department of the South and City College. The nursery employs 13 members of childcare staff; all of whom hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, during term time only. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Tompkin

## 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 has taken that into account in their evaluation of the setting.
- The inspector and the manager completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed two joint observations with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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