

Inspection of Glascote Nursery And Care Club

Glascote Academy, Silver Link Road, Tamworth, Warwickshire B77 2EA

Inspection date: 8 July 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and they feel safe. On arrival, they have responsibilities as part of their daily routine. For example, they check the gates are closed and the premises are safe. They feed the birds and their pet ducks. Children are independent. They confidently use the outdoor tap to activate the hose and water the plants. Staff provide children with a wealth of opportunities to develop their small-muscle skills in preparation for writing. For example, children carefully control a knife to slice pepper and cucumber. They independently write their names to register their interest in helping to prepare morning snack.

Children develop good friendships. Staff help children to build their confidence to engage with others. For example, more confident children enjoy being a 'buddy' to their friends and invite them into their play. Children learn sign language. This helps those children with limited language to build further friendships and to develop their social skills. Children happily talk to their peers during their play. For example, they take turns to use the outdoor water tap. They share their ideas for how much water they need to fill the bucket.

Children learn in a well-planned environment, which meets the needs of all children, including those children with special educational needs and/or disabilities. Leaders use funding to benefit the children it is intended for. They purchased equipment to support children who need additional help to develop their large-muscle skills. Children learn to balance, climb, and manage risks as they move freely.

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

- Overall, children behave well. Staff are confident to identify and tell children when they display less than acceptable behaviours. However, staff do not always help children to fully understand why behaviours are unacceptable.
- Staff skilfully support children's communication and language development. For example, staff are fluent to use sign language when they talk to children. They encourage children to use sign language to respond to a question. A two-way flow of communication ensures everyone's needs are met. For example, key persons send home a 'sign of the week', and they organise communication courses for parents to attend. They support parents to enhance their children's communication and language at home. Partnerships with parents are excellent. Parents say they feel very supported.
- Children develop a secure understanding of number formation and recognition. For example, during play when children hear a number, they throw a beanbag at the visual number to show their understanding. Staff ask children questions to extend their mathematical knowledge. However, staff do not make the most of

every opportunity to challenge children's learning equally across all areas of the curriculum.

- Children play an active part in their local community. Staff observe children and plan valuable outings, which enhance their knowledge of the world in which they live. For example, when children develop an interest in role-play cafés, staff organise a trip to the local church, where children experience a real-life café. Children benefit from visits to the residential home and learn about the needs of other people in the local community. Staff support children to gain a love of books, such as through regular visits to the library.
- Staff work collaboratively to plan a sequenced curriculum. They differentiate activities to support children's unique skills and ways of learning. Staff understand what children need to learn to ensure they succeed in their next stage of learning. For example, staff ensure that children use their listening skills to explore sounds in words before progressing them further. Staff work effectively with school teachers at their host school. They support a smooth transition. For example, staff tell teachers what children can do.
- Children develop secure knowledge of healthy lifestyles. Children eagerly respond to the 'healthy lunch box dog', a visual aid who talks to them about their healthy lunch. Children learn about oral health. They use a toothbrush to brush pretend teeth. Staff remind children to stay 'hydrated' and the importance of a drink on a hot day.
- The manager is extremely proud of her team. Since the nursery registered in 2019, she has developed a training schedule to ensure continuous development. The manager fully understands staff pressures. Therefore, she ensures all staff have their views heard, and their workloads supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are knowledgeable about child protection and safeguarding issues, including female genital mutilation, and the 'Prevent' duty. Staff have an awareness of symbols in the local area which may indicate 'gangs.' They actively conduct lock down drills with children to practise procedures in the event of a threat. Staff place a strong emphasis on the importance of professional curiosity. They ask questions to understand children's home experiences. Staff have a secure knowledge of different types of abuse and key indicators for concern. They know the correct procedures to follow should they have concerns about a child's welfare. Staff attend regular supervisions and group meetings to discuss safeguarding.

What does the setting need to do to improve?

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

- support children to gain a better understanding of rules and boundaries, and of

the impact their behaviour may have on others

- monitor teaching to precisely identify where staff practice can be extended even further, to fully challenge children in their learning.

Setting details

Unique reference number	2548233
Local authority	Staffordshire
Inspection number	10215638
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	3 to 11
Total number of places	30
Number of children on roll	61
Name of registered person	Our Pride, Our Joy Limited
Registered person unique reference number	2548231
Telephone number	01827 213225
Date of previous inspection	Not applicable

Information about this early years setting

Glascote Nursery And Care Club registered in 2019. The nursery is situated on Glascote Primary Academy School site, Tamworth, Staffordshire. The nursery opens from Monday to Friday, from 7.30am to 3.15pm for 38 weeks of the year. The provider employs eight members of staff, seven of whom hold appropriate early years qualifications at level 3 and above. The nursery receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

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 provider and has taken that into account in their evaluation.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff, and children at appropriate times during the inspection. The views of parents were considered by the inspector, through verbal discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children, behaviour and safeguarding policies.

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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