

# Inspection of Green Garden Community Nursery

Greets Green Resource Centre, Harwood Street, West Bromwich, Staffordshire B70 9JF

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Inspection date:

8 July 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision requires improvement**

Children are happy and safe in this setting and enjoy their time here. They have fun as they roll cars and build with construction equipment. Despite weaknesses in the educational programme, children are keen to explore and enjoy playing with a wide range of resources. They develop sound physical skills. Children develop their muscles as they climb up the slide and jump on the small outdoor trampoline. They learn to take turns and share resources and learn some basic skills. However, the curriculum is not sufficiently challenging to help children make the progress of which they are capable. Staff do not provide children with enough language opportunities, such as stories, singing and rhymes.

All children have English as an additional language and even though there are language barriers, children are developing sound relationships with staff and each other. Their communication with each other is supported with hand gestures and visual aids. Children demonstrate that they feel safe. They show confidence with staff and their peers and play confidently alongside one another.

At snack time, children are encouraged to choose what they would like to eat from a range of fruit and vegetables. However, staff do not encourage or expect children to use good manners.

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

- Staff manage children's basic behaviour well and use the visual aids around the room to support them. For example, staff remind children not to run inside and reinforce this rule while showing the corresponding picture displayed on the wall. However, staff do not know how to support the more challenging behaviour. For example, children repeatedly take toys off each other without consequence and get up from the table at snack time and walk around without being asked to sit back down. This causes upset and confusion to other children who do follow the rules and are developing a sense of right and wrong.
- Staff are challenged with children's communication and language difficulties and children are not progressing well enough in this area. The room is very noisy and staff talk to children in a loud voice. This makes it even more difficult for children to hear and listen effectively, and therefore learn. Staff use repetition of simple words well, but there are not enough stories, singing, rhymes and reading activities to help support children's developing language. Children are not encouraged to enjoy looking at books and develop a love of reading.
- Staff are not ambitious enough for children. Staff have an idea of what children should be learning but this is not happening fully in practice. Activities are very basic and do not encourage creativity or imagination. For example, pictures are pre-drawn for children to colour in. Staff observe children and plan for their next

steps for learning. However, these are not sufficiently implemented into activities. Staff have not been supported well enough to deliver a coherent curriculum. As a result, the learning outcomes are not as good as they could be.

- Managers evaluate their practice but it is not robust and more could be done to assess children's needs, progression and next steps in learning. There is a lack of knowledge of what good practice looks like and how to inspire children's curiosity with exciting and challenging activities. This means children miss out on valuable learning opportunities.
- Care practices are not good. Children play outside in hot weather and are not protected with shade, sun cream or sun hats. Water is not accessible at all times and children are thirsty. Children's independence is not encouraged. For example, their hands are washed for them and staff do not encourage children to tidy up enough.
- Parents are happy with the setting, the care children receive and the progress they make. However, there is little communication or feedback on drop off and collection. Therefore, staff are not prepared well enough for the day and parents are not informed about their child's day. This means parents cannot enhance children's learning at home or celebrate their achievements.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders know how to keep children safe. The premises are secure. Staff are trained and know how to respond to any child protections concerns. Staff are confident in the procedures to follow in the event of any allegations against an adult. They know how to spot signs of abuse and implement sound policies and procedures to promote children's safety and well-being effectively. Staff deployment is well organised so that children are always supervised.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
implement an effective curriculum and ensure staff plan and deliver learning experiences which consistently build on what children already know and can do	11/09/2022

provide effective support and supervision to staff to raise the quality of teaching to a consistently good level, with particular regard to how staff develop children's language and communication skills and behaviour management	11/09/2022
ensure care practices are robust and meet the individual needs of children.	11/09/2022

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

- support children to develop independence and to learn what is expected of them
- consider ways to improve communication with parents to establish an effective two-way sharing of information.

## Setting details

<b>Unique reference number</b>	2561534
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10233482
<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>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Confederation Of Bangladeshi Organisations (cbo) Ltd
<b>Registered person unique reference number</b>	2561533
<b>Telephone number</b>	0121 500 5441
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Green Garden Community Nursery registered in 2019. The nursery employs four members of childcare staff. Of these, one holds a level 6 early years qualification, two members of staff hold level 3 and one is an apprentice. The nursery opens from Monday to Friday, all year round, except for Christmas. Sessions are from 8am until 4pm. A holiday scheme operates between 9am and 5pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Chrissy Cremin

## 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 of the setting.
- The deputy manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents, and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.

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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