

Inspection of Music Box Nursery Ltd

18 Salisbury Street, Darlaston WS10 8BQ

Inspection date: 12 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

On arrival, staff warmly greet the children, who give staff a hug. Children confidently say 'goodbye' to their parents. They are eager to start their day. Children are independent and they know the routine. For example, they recognise their own pegs and know to hang up their belongings before they enter the learning environment. Children develop good friendships with staff and peers. For example, children laugh with one another as they partake in group activities.

Children benefit from a routine which consists of 'adult-guided learning' and 'child-initiated play'. They have time to practise the skills they have acquired. Children learn a wealth of songs during organised group times. During their play, they recap songs. They sing transport songs as they push a toy vehicle across the floor. Children's experiences are exciting and fun. They benefit from energetic staff who engage in physical exercise with them. Children learn to move both fast and slow.

Children partake in activities which enhance their interests. They say 'wow' and 'cool' as they notice the boats and trucks inside a tray. Children are curious. They have a can-do attitude. For example, children take their time to remove the plastic covering off the straw. They are confident in their small-muscle movements. Children have good hand-to-eye coordination. They successfully pierce the straw through the milk carton.

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

- Staff know what children need to learn, including those children who speak English as an additional language. They prioritise one-to-one time for children with lower starting points to ensure they make good progress in their communication and language development. Staff use sign language to say 'good morning' to children and sign their names.
- Staff sequence children's learning. For example, when children capably follow single instructions, staff give them additional responsibilities to remember. This excels their cognitive development.
- Planning is comprehensive and designed to guide children's learning and experiences. For example, staff focus on what children need in order to settle. They assess their role to ensure children make progress from their starting points.
- Staff are skilled to reflect on their own practice, including personal weaknesses. They attend training to enhance knowledge and teaching skills. For example, staff identify that boys were the least interested in early writing skills. Therefore, staff attended a specific course which supported them to incorporate children's interests into areas they were less likely to access. The manager creates monthly training packs for staff, to summarise training and drive improvement.

This positively impacts their professional development.

- Staff are aware of strategies to support children's behaviour. However, they do not always utilise these strategies in a timely manner. As a result, children's behaviours are prolonged. Staff often tell children what constitutes as acceptable behaviour. However, they do not always support children to understand why behaviours are not acceptable and how their actions impact others.
- Partnerships with parents are strong. Parents are extremely happy with their children's experiences and the progress they make. Staff are mindful of the activities and ideas they share with parents, including the suitability of activities to be conducted in the home. Staff encourage children to borrow books. This further promotes children's language and literacy skills in partnership with parents.
- Children are constantly introduced to new words. For example, when children try new foods, staff share descriptive words to describe the new taste. Staff encourage children to copy words to embed their understanding. For example, children say 'apple' to describe some fruit. Staff explain that the fruit is an 'orange'. Children repeat the word 'orange'. At times, children do not fully understand new words or concepts, such as 'half' or 'full', because they have limited prompts to help their visual learning. This hinders their involvement and learning in the moment.
- There are suitable arrangements in place to support children's transitions to school. Schoolteachers visit children, and staff share relevant information regarding their learning and development. However, the manager has not fully considered the benefits of stronger partnerships with other providers and/or school staff to understand their curriculum. This slightly hinders children's learning because staff cannot expertly teach children what they need to know to succeed in the next stage of learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have high expectations for safeguarding children. Staff are knowledgeable about child protection procedures and safeguarding issues, including female genital mutilation, county lines and radicalisation and extremism. They understand the different types of abuse and key indicators for concern. Managers and staff demonstrate the importance of referring their concerns in a timely manner. The manager has a level 2 qualification in counselling. This positively enables her to be an active listener to children, staff and parents, and in identifying the need for early interventions. Staff are confident to whistle-blow should they have concerns about another staff member.

What does the setting need to do to improve?

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

- actively talk to children about what constitutes as acceptable behaviour and encourage their input to ensure they learn and reflect on how their actions impact others
- develop further relationships with staff at schools and other settings to further enrich the intent for what children need to learn
- reflect on teaching methods to incorporate visual aids which promote children's understanding of concepts being taught.

Setting details

Unique reference number	2571085
Local authority	Walsall
Inspection number	10233534
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	11
Name of registered person	Music Box Nursery Ltd
Registered person unique reference number	RP533405
Telephone number	07985332244
Date of previous inspection	Not applicable

Information about this early years setting

Music Box Nursery Ltd registered in 2019. The nursery is open Monday to Wednesday, 9am to 2pm, for 38 weeks of the year. There are three members of staff, two of whom hold appropriate early years qualifications from level 5. The provider 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 of the provider.
- The manager and the inspector completed a learning walk.
- The inspector and the manager carried out a joint observation.
- The inspector observed the interactions between staff and children throughout the day and evaluated their impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. The inspector considered the views of parents by engaging in verbal discussions with them.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children, safeguarding and complaints 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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