

# Inspection of The Nest Nursery Wood End

118 Wood End Road, Birmingham B24 8BJ

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Inspection date: 20 July 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is outstanding**

Children benefit from the warm, safe environment with a 'home-from-home' feel. They are happy, well settled and can flourish because of the close and nurturing relationships they have with the staff and the excellent standard of education and care they receive. The staff are attentive to children's individual needs and support their learning and development exceptionally well. There is a clear curriculum intent, and the indoor and outdoor learning environments are exceptionally well thought out. Children explore the provision with confidence and freedom, and follow their individual interests and curiosities. They make their own choices and engage in learning experiences that interest them. The children enjoy talking about what they are doing. They develop language skills during activities, such as building fairy houses in forest school.

The children behave exceptionally well. The staff are fantastic role models. They teach children how to be kind and respectful to others. Children learn about sharing and taking turns and are caring and considerate. Children benefit from a wide variety of exciting opportunities and innovative experiences. For example, they develop mindfulness and well-being techniques as they take part in a yoga programme. Parents and carers are extremely happy, and say that they 'love everything about the nursery.' Staff communicate with parents and use what they already know about the children as starting points to plan for learning.

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

- Leaders and managers are extremely ambitious. They have identified very clear strengths and identified areas they want to improve on next. For example, children and families with English as an additional language are already well-supported. However, leaders and managers are considering how this can be enhanced even more, particularly for their new starters.
- The quality of teaching is consistently exceptional. All staff are resolute in providing outstanding education and care. They are highly skilled in setting up the environment in ways that spark children's natural curiosity and interests. Children sustain extremely high levels of engagement throughout the day.
- Special times and festivals are valued and celebrated superbly well. The activities are personalised so that each child is offered meaningful and memorable experiences. For example, children go on a forest-school adventure for Father's Day.
- All children, including those with special educational needs and/or disabilities, make remarkable progress. The knowledgeable special educational needs coordinators work closely with parents and other professionals to rapidly identify additional needs and devise and implement extensive plans so that children receive any support they need.

- Children display high levels of self-confidence and awareness when communicating with others. Adults use inspiring methods to support and encourage children to develop their speaking and listening skills. For example, they correctly model spoken English using a wide array of new words and technical vocabulary, such as sycamore and sap. Children relish the opportunities to use these new words in context.
- Children skilfully develop their independence from an early age. For example, at meal times, children who are under two years are expertly supported and encouraged to self-serve from a large bowl before passing it on. They eat with cutlery and drink from open cups. Learning progression is clearly evident as the older children are accomplished with tasks such as setting the table, pouring their own drinks and opening their own yogurts.
- Parents and carers speak extremely highly of every aspect of the provision. They feel that their children are safe and well cared for. Parents feel listened to and exceptionally well supported if they have a concern about their child's development. They explain that the range of experiences the setting offers children is exceptional, and that there is nothing they would want the nursery to do differently because children thrive there.
- Staff have consistently high and clear expectations of behaviour for all. Children's behaviour is exemplary. This is demonstrated in the way they behave towards each other and adults.
- Staff are, without exception, all extremely happy to be working in the nursery and this is evident in their inspirational practice. They explain that they feel valued and supported by leaders and managers, and comment about feeling like a 'big family'. Staff receive high-quality training and exceptional on-going support. This helps them to develop their expertise and motivates them to continually raise the quality of the provision for children.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being is of paramount importance. There are three Designated Safeguarding Leads and all staff are well trained in keeping children safe. They recognise the possible signs and indicators of abuse and know the procedures they should follow if they have concerns about a child. Leaders and managers ensure that staffs' safeguarding knowledge is up to date. For example, they test this out through ongoing quizzes and 'question of the week'. Leaders, managers and staff understand their duty of care and how to manage concerns, complaints and allegations appropriately. They follow robust processes for recruiting staff and ensure their suitability is regularly monitored. An entry code is required to enter the building, and all visitors are required to show identification and must sign in and out of the building. These practises help to ensure the premises are secure and that children are safe.

## Setting details

<b>Unique reference number</b>	EY485570
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10116451
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	65
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	The Nest Nursery Limited
<b>Registered person unique reference number</b>	RP529411
<b>Telephone number</b>	0121 384 8096
<b>Date of previous inspection</b>	8 February 2016

## Information about this early years setting

The Nest Nursery Wood End registered in 2014. The nursery employs 34 members of childcare staff. Of these, 30 hold appropriate early years qualifications at level 2 or above, including one with Early Years Professional status and one with Qualified Teacher Status. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 7am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Sarah Dukes  
Hayley Lapworth

## Inspection activities

- This was the first routine inspection the provider 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 managers joined the inspector on a learning walk and talked about their curriculum and what they wanted children to learn.
- The inspector observed the quality of education and interactions between staff and children.
- Children spoke to the inspector about what they like to do at nursery.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector and the manager carried out a joint observation.
- Parents shared their views of the setting and the inspector took these into consideration.
- The inspector looked at a sample of relevant documentation and reviewed evidence of suitability of staff working at the nursery.

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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