

Inspection of Crescent Day Nursery

21-22 Calthorpe Road, Edgbaston, Birmingham, West Midlands B15 1RP

Inspection date: 26 July 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

This outstanding setting provides children with rich, varied and interesting learning opportunities. The busy but calm atmosphere demonstrates the success of providing thought-provoking, meaningful and imaginative activities for children.

Older children are engrossed in an activity, alongside skilful staff, where they build a hospital using large wooden blocks, tape and ramps. Children become excited when staff provide logs and natural materials to make the hospital bigger, encouraging children's problem-solving skills. Children use a measuring tape to compare the sizes of their hospitals, reading the numerals. Children use their social skills to confidently talk to each other about their personal experiences of visiting a hospital. They share stories with the staff and competently explain how to call the emergency services. Other children sit and concentrate while they 'save' a toy whale that is wrapped up in cling film. They tell the staff 'we are saving it'. Outside, children have meaningful conversations with the visitor about how rubbish 'is bad for the environment' and 'we are going to recycle this', while they collect litter. Babies contentedly crawl around the inviting, secure and stimulating environment. They smile and giggle as they watch staff blow bubbles into the sky. Toddlers excitedly move between areas, such as a sand pit, water tray, sensory area and book area. They learn how to care for things when they enthusiastically wash dolls using sponges and soap, before wrapping them in a towel and putting a nappy on them.

Children are learning beneficial self-help skills. For example, young children use the accessible self-care area, where they wipe their own noses while looking in a mirror and use antibacterial gel independently. They approach the visitor and proudly hold out their hands to share their achievements.

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

- The experienced manager has successfully created an environment that is welcoming, positive and child focused. On entry into the setting, visitors are welcomed by helpful displays and resources that support children's learning, such as literacy on internet safety, emotional well-being and the importance of storytelling.
- The exceptional curriculum is consistent throughout the setting and links to children's interests, which are age-appropriate and relevant. Next steps in children's learning are a focus and staff meticulously plan exciting activities to help children make excellent progress in all areas.
- The outdoor area is expansive and provides ample opportunities for children to explore and use their imagination. Children can access a forest school area, wheeled toys, sand pits, water trays, a reading corner and large amounts of

green grass to extend their gross-motor skills.

- Older children learn how to perform first aid when they use picture booklets to bandage up their favourite super heroes. Staff are successfully preparing them for school. They provide school uniforms, bags and literacy books for the children to experience. Furthermore, children visit local schools and then design their own school classroom at their setting.
- Staff are extremely conscious of the surrounding community and environmental issues. Children learn about the effects of litter on the planet and what impact this has on animals. In addition to this, staff use different key words from various languages to celebrate diversity and cultural backgrounds. The setting is hugely inclusive.
- Providing nutritious snacks and meals is a priority at this setting. Individualised meal plans are provided to support children with additional health and dietary requirements. Children are encouraged to smell and taste fresh herbs, further expanding their knowledge on fresh food. Older children visit local restaurants and use their new knowledge to grow their own vegetables, which they then eat for snack.
- The provision for supporting children with special educational needs and/or disabilities is outstanding. The special educational needs coordinator ensures that important information is shared between parents, staff and other professionals about children's specific needs and next steps. This information is thoughtfully added onto personalised support plans, which are regularly updated to ensure all children make excellent progress.
- The leadership and management team provides ample training opportunities for staff. Staff receive regular supervisions which identify areas for personal development. For example, staff attend training that identifies ways to build on babies learning through a curiosity approach. This approach is implemented in practice and babies make significant progress in exploration skills and physical development.
- Parents are delighted with the care that their children receive. They speak highly of the welcoming, friendly and attentive staff. They express how much their child has developed and particularly praise the healthy meals provided.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding the children in this setting is a priority. Staff receive regular and relevant updates and training. Furthermore, they learn about safeguarding issues in the local area, such as radicalisation and county lines. This ensures that staff have knowledge to help them recognise signs of different types of abuse. The staff have excellent knowledge of who to contact should they have safeguarding concerns about a child. This ensures that appropriate information is shared between relevant professionals, enabling children and families to receive appropriate support. Children are given the best possible outcomes should they suffer an accident or injury, due to all staff holding a paediatric first-aid certificate.

Setting details

Unique reference number	2504499
Local authority	Birmingham
Inspection number	10194429
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	89
Number of children on roll	118
Name of registered person	Childbase Partnership Limited
Registered person unique reference number	RP900830
Telephone number	0121 752 9750
Date of previous inspection	Not applicable

Information about this early years setting

Crescent Day Nursery opened in 2019 and is based in Edgbaston, near Birmingham town centre. The nursery is open from Monday to Friday, between the hours of 7.30am and 6.30pm, for 52 weeks of the year. The nursery employs 31 members of staff. Of these, three hold an early years degree at level 6, 24 staff hold a level 3 qualification and four are unqualified. The nursery provides early educational funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nancy Hitchcock

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 inspector completed a learning walk with the manager and considered the impact of the setting's curriculum on the children's learning.
- The inspector carried out a joint observation with the manager and evaluated the learning outcomes of the activity for children.
- The manager provided documentation which demonstrates that staff are suitable to work with children.
- The inspector held discussions with staff at appropriate times during the day.
- The inspector spoke with parents and took their views into consideration.

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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