

# Inspection of Fairytale's Day Nursery Too

29 St. James's Road, DUDLEY, West Midlands DY1 3JD

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Inspection date: 28 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is good**

Children are happy and settled. They arrive with eagerness to start their day at nursery. Staff ensure their care needs are sensitively met. Children's behaviour is good. Staff teach children to cooperate with daily routines and play nicely with their peers. The nursery operates an environmentally friendly ethos, including a 'no plastics policy' throughout. Pre-school children love learning about the world around them. They talk about and look after living things, such as the nursery's pet African snails. Following on from pre-school children's interest in dinosaurs and their extinction, staff teach them about volcanos and how they erupt through an exciting experiment. This helps them to understand the importance of taking care of our planet, which really prepares children for life in modern Britain.

The environment is well resourced. The nursery has a relatively new ethos of promoting curiosity. Staff provide an abundance of varied natural resources, textures and materials that ignite children's imaginations. Staff encourage creativity and experimentation. Children have fun and engage in a variety of activities and experiences. For example, babies enjoy exploring flour, toddlers like using their senses to explore fruits in water and pre-school children enjoy malleable activities, such as sand, dough and pasta play. Overall, children are generally motivated to play and explore. They are curious and inquisitive. Staff provide opportunities for children to experiment and develop enquiring minds. Children discuss their ideas, make predictions and try new things, and ask plenty of 'what', 'how' and 'why' questions. They are making good progress in their learning.

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

- Leaders are passionate and ambitious. They are able to maintain good standards of care and education throughout the nursery. However, leaders do not reflect as closely as possible on the quality of teaching to be able to make best use of this information to help staff further upskill.
- Staff know children really well. They observe children, assess their progress and identify what is next in their learning. Staff provide resources and activities in the moment that stem from children's interests and extend their learning.
- Pre-school teaching practice is very strong. Staff ensure these children are school ready and support this key transition effectively by talking to children about it and working closely with parents and the local schools. Pre-school children develop confidence and independence. They have good social skills as they learn to share and take turns with their peers. They are good communicators and chat excitedly about moving on and the changes ahead with positivity.
- The nursery is welcoming. Staff identify children with special educational needs and/or disabilities and provide them with additional support. These early

interventions help to narrow gaps in children's attainment so that all children progress well in their learning.

- Staff promote healthy lifestyles well in this nursery. The nursery menu of snacks and meals are nutritious and healthy. Staff ensure all children benefit from plenty of fresh air and physical play during the day. Staff teach pre-school children about the importance of caring for their teeth, including establishing good brushing routines.
- Staff generally interact with children warmly and positively. They talk to children and introduce some new vocabulary. Children enjoy some singing with staff and looking at books during play throughout the nursery. However, there is room to enable staff to provide more highly effective communication and a language-rich environment throughout the nursery. On occasions, babies and toddlers do not benefit from staff narrating their play, modelling the use of full sentences and two-way conversations. Therefore, this particularly applies to those working with babies and young children.
- Parents are very happy with the provision. They are highly complimentary about staff and the care and attention their children receive. Staff communicate effectively with parents to share information with them about their children's time at nursery.
- Managers supervise staff and they comment that they feel well supported. Recently, the staff team have been provided with training in the nursery's new curriculum ethos. However, there is scope for managers to further support staff working with babies and toddlers to fully embed the new curriculum in their rooms and get the most from the curiosity approach, in order to promote best possible outcomes in learning.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are highly secure. The environment is clean. Risk assessment practice is effective, indoors and outside. This helps to keep children safe. Managers implement sound recruitment and induction processes for new staff. All staff are suitably vetted to work with children. Managers also ensure all staff receive paediatric first-aid training as soon as reasonably practical. This helps them manage unavoidable accident and injuries effectively in practice. Managers and staff have robust safeguarding knowledge. They confidently identify signs and symptoms of potential child abuse, neglect, radicalisation or extremist practises. They know how to record their concerns and who to report them to, and understand the importance of doing so in a timely way. This helps to protect children from harm.

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

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

- support staff to further embed the new curriculum ethos with babies and toddlers to help promote best possible outcomes in learning
- enable staff to provide highly effective communication and a language-rich environment for all children throughout the nursery
- reflect more closely on the quality of teaching and use this information to help all staff further upskill.

## Setting details

<b>Unique reference number</b>	EY493978
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10220608
<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>	0 to 4
<b>Total number of places</b>	78
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Fairytales Day Nursery Too Limited
<b>Registered person unique reference number</b>	RP910358
<b>Telephone number</b>	01384823425
<b>Date of previous inspection</b>	12 August 2016

## Information about this early years setting

Fairytales Day Nursery Too registered in 2015. The nursery is located in Dudley. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The nursery is open all year round, from 7.15am to 6.30pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Josephine Heath  
Elaine Sones

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of various activities with the deputy manager.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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