

Inspection of Maples Day Nursery

University Of Birmingham, Winterbourne House & Garden, 58 Edgbaston Park Road, Birmingham, West Midlands B15 2RT

Inspection date: 16 August 2022

Overall effectiveness	Good
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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

Children are happy in this nurturing environment. They develop close and trusting relationships with caring staff. Babies demonstrate they feel safe as they snuggle close to staff during story time. Children are sociable and confident. They learn how to resolve conflicts peaceably. For example, during play, a child says to another child, 'I will play with this while you have your turn, then we can swap.'

Children join in high-energy activities. For example, they move their whole bodies creatively as they swirl ribbons in the air. Older children demonstrate increasing control of their physical movements. For example, they enjoy playing games together, such as 'What's the time, Mr Wolf?' They giggle as they anticipate the chase that will follow. Additionally, children build on their mathematical skills as they count the steps they take.

Children are confident communicators who use a wide range of vocabulary. For example, children talk about the 'edible' statue they will make. Another discusses the 'compromise' they made at breakfast time at home, so they could have 'sugary cereals, not the healthy ones'. Children learn to do things for themselves. All children, including those with special educational needs and/or disabilities (SEND), develop a positive attitude towards learning and make good progress from their starting points.

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

- The manager has high expectations of what children can achieve. She aims to prepare children well for the next stage in their learning, including their future move on to school. The manager has devised a rich and well-sequenced curriculum that takes account of the learning needs and interests of those children who attend.
- The manager monitors children's progress. This helps her to identify any gaps in their learning. She provides swift intervention when children need extra help, such as small-group sessions and one-to-one support, to help children to catch up with their peers. The manager works with other professionals, such as speech and language therapists, to put in place targeted support to help close gaps in children's development. Activities are sensitively adapted to ensure inclusion.
- The manager places a strong focus on supporting staff in their professional development. She ensures that all staff have access to ongoing training to develop their knowledge and skills. Overall, the manager monitors staff practice and helps them to identify their strengths and areas for improvement. However, the manager does not use the supervision system in place to its full extent. For example, she does not yet monitor and evaluate the impact of staff training on

children's learning, to help to identify occasional minor variations in the quality of some staff's teaching.

- Parents are very happy with the nursery. They say that their children look forward to attending and make good progress in their learning and development.
- Staff manage children's behaviour well. They have a calm approach and use age-appropriate language to clearly explain to children how to share and take turns. Children behave well.
- Staff help children to develop a good awareness of healthy lifestyles. Children learn the importance of washing their hands after using the toilet or before eating. Children talk about foods that are good for them and how they can look after their teeth.
- Staff are aware of the impact that the COVID-19 pandemic has had on the development of children's speech. Overall, staff model language well and give children's communication and language development a high priority throughout the setting. However, on occasions, some staff's questioning skills are not as strong as others. Therefore, they do not support children's thinking and communication skills as well as possible. For example, staff do not always give children time to think and respond to questions before asking another or answering themselves. At times, staff ask too many questions that only require a 'yes' or 'no' answer.
- Staff help to build children's awareness of mathematics. For example, throughout the nursery, children learn to count, recognise shapes and numbers and solve simple addition and subtraction problems. Staff discuss size and talk about capacity with children during water play.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are alert to the possible signs of abuse and neglect. They know the procedures to follow if they have a concern about a child in their care. The manager has robust recruitment procedures in place to help to deem staff suitable to work with the children. Staff take steps to help to ensure that the environment is safe for children to play in. For example, they carry out regular risk assessments and daily checks of the premises. Staff supervise children well. They teach children how to keep safe, for instance when using scissors during activities.

What does the setting need to do to improve?

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

- build on supervision arrangements to include monitoring and evaluation of the impact of staff training on children's learning to help to address the occasional minor variations in the quality of teaching, and so, raise the outcomes for

children's learning even further

- support staff to strengthen their teaching techniques so that they give children the time they need respond to questions and discussions to fully support their developing language and thinking skills.

Setting details

Unique reference number	2511217
Local authority	Birmingham
Inspection number	10194485
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	68
Number of children on roll	69
Name of registered person	University of Birmingham
Registered person unique reference number	RP902361
Telephone number	01214159222
Date of previous inspection	Not applicable

Information about this early years setting

Maples Day Nursery registered in 2018. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 to level 6, including one who has qualified teacher status. The nursery is open from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 5.55pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- This was the first routine inspection the nursery 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 had a learning walk to understand how the nursery operates and how the curriculum is organised. The manager and the inspector carried out a joint evaluation of activities together.
- The manager and the inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the head of childcare, the manager, deputy manager and staff throughout the inspection. The inspector looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She also spoke to children about their experiences 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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