

# Inspection of New Spring Street Community Nursery Ltd

33 New Spring Street, Birmingham, West Midlands B18 7LG

---

Inspection date:

10 August 2022

---

## **Overall effectiveness**

---

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Not applicable

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

### The provision requires improvement

Children arrive happy, excited to see their friends and the staff. Children learn to share, take turns and use good manners. Children learn about the link between germs and personal hygiene. They know to wash their hands before eating, telling visitors this is 'so we kill the germs'. Children are kind to each other. For example, at lunchtime, older children assist younger peers with choosing a chair and sitting down.

Children develop their independence. For example, they help themselves to drinks when they feel thirsty and confidently serve themselves at lunchtime. Babies learn to feed themselves and confidently make selections from easily accessible resources. Children enjoy the praise they receive for their efforts and achievements. They have plenty of opportunities for fresh air and exercise. They bend, jump and stretch as they chase and catch bubbles. As they use the climbing wall in the garden, they boost their balancing skills, coordination and agility. Babies pull themselves up using furniture and are encouraged by the nurturing staff to take tentative steps towards them. However, there are inconsistencies in teaching across the nursery, which means that some children do not make the progress they are capable of.

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

- Leaders have high expectations for children and know what they want children to learn. They have developed a curriculum that covers all areas of learning. However, not all staff implement these expectations in practice, and the learning experiences children access vary across the nursery. Not all children are provided with rich and challenging opportunities to enable them to reach their full learning potential.
- Staff working with children over the age of two years do not focus precisely on what individual children need to learn next. Although many activities are provided, they are not tailored to children's learning needs to extend their knowledge further. Consequently, children disengage and move on. Staff do not always support children to develop their thinking and communication skills. For example, they frequently ask too many questions and do not give children enough time to think and formulate their response.
- Staff in the baby room promote children's learning and development well. As babies babble and gesture, staff instinctively show interest as they listen and respond. This helps babies to learn staff value and encourage their methods of communication. Staff sit with babies and read to them enthusiastically, using good intonation. Babies point to the characters in the books and giggle as they copy the animal noises that staff make. By contrast, opportunities for older children to develop a love of books is more limited.

- Staff support children to develop their small-muscle skills in readiness for future writing. Older children roll, knead, push and press as they enjoy playing with malleable dough. Staff encourage babies to squeeze and sprinkle sand as they play.
- Babies demonstrate their curiosity as they push, pull and lift flaps as they explore electronic toys. Babies dance as staff sing songs, and are learning the actions to favourite rhymes.
- Staff have high expectations for children's behaviour, and children behave well. Children demonstrate appropriate table manners and social skills as they wait patiently for their food to arrive.
- Although leaders have supervision arrangements in place, they have failed to identify the weaker side of staff teaching practice within the nursery. As a result, some staff do not focus precisely on what individual children need to learn next or consistently extend their learning.
- Staff promote children's good health. Children spend time lots of time outdoors and enjoy healthy meals and snacks.
- Parents are very complimentary about the nursery. They say the staff are friendly and caring. They receive information about their children's achievements. Leaders provide support to the family as well as the children they care for. For example, staff signpost them to different support services within their community, such as English tuition, food banks and advisory organisations. However, staff do not provide parents with enough precise information about children's next steps in learning, to enable parents to continue their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know the possible signs and symptoms of abuse, including how to protect children from those with extreme views and behaviours. Staff are clear about the procedures to follow in the event of a concern about a child's welfare or the suitability of other staff members. Recruitment procedures are robust, which helps to deem staff suitable to work with children. Risk assessments are carried out to ensure that the environment is safe and suitable for children to use. Staff check the identity of visitors to ensure no unauthorised people can enter the nursery. Staff-to-child ratios are maintained in line with statutory requirements.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
--	-----------------

improve the monitoring of staff practice and supervision arrangements to identify areas of professional development and provide more targeted support and coaching to help them improve their teaching and effectiveness	07/09/2022
support staff so they are clear about what children need to learn next and how to use this information to plan a range of experiences that are tailored to support children's next steps in their learning.	07/09/2022

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

- support staff to implement the curriculum more effectively to ensure it consistently builds on what children already know and can do and extends children's learning beyond their current capabilities
- support staff to strengthen their teaching techniques so that they give children the time they need to respond to questions and discussions to fully support children's developing language and thinking skills
- strengthen partnerships with parents to ensure they have a good understanding of what children need to learn next and how learning can be continued at home.

## Setting details

<b>Unique reference number</b>	2497426
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10194324
<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>	1 to 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	New Spring Street Community Nursery Limited
<b>Registered person unique reference number</b>	2497425
<b>Telephone number</b>	0121 448 1211
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

New Street Community Nursery Ltd registered in 2018. It employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 to level 6. The nursery opens from Monday to Friday, all year round. It operates from 7.30am until 6pm and 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 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 of the provider.
- The deputy manager led the inspector on a learning walk and told her what she wanted the children to learn at the nursery. The deputy manager and the inspector carried out a joint evaluation of an activity together.
- 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 provider, 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022