

Inspection of The Natural Childcare Company - Shirley

The Natural Childcare Co Ltd, Church Road, Shirley, Solihull, Warwickshire B90 2AX

Inspection date: 18 August 2022

Overall effectiveness	Outstanding
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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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are confident learners and delight in sharing what they have discovered. They are keen to explore their surroundings and are supported by staff in their curiosity to discover new possibilities in the environment. Children create volcanoes using soil and water within the garden area and share their excitement as the muddy water overflows. They engage in the innovative opportunities which help to raise their awareness of the natural world. In the self-contained allotment area, children learn to take care of the environment as they use recycled rainwater to feed the plants they are growing. Children relish in these experiences which extensively promote their creative thinking and problem-solving skills.

Staff have in-depth knowledge of their key children and demonstrate high expectations for them to progress from their starting points. Parents are extensively included in supporting children's learning and development. They access a lending library that contains reading books, activity books and parenting journals to help them meet individual needs. Staff support all children, including those with special educational needs and/or disabilities, to make outstanding progress. Children benefit from the one-to-one support from highly trained staff and the adapted environments, which helps to foster each child's specific needs. For example, staff provide a microphone to children who love to sing, and they flourish in the opportunity to express themselves. There is admirable support for children's mental well-being. For example, older children are given the title of 'well-being warriors' and all children are encouraged to support each other through transitions and in managing emotions.

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

- Children's individual learning needs and dispositions are given the highest priority when planning the curriculum and deciding what they need to learn next. Staff skilfully adapt activities and use innovative resources and environments to capture children's interests. Children make rapid progress and are very well prepared for their future learning.
- Older children demonstrate that they are ready for school. For example, they self-register on arrival to nursery, complete tasks independently at mealtimes and manage their own self-care routines exceptionally well. They are confident and independent learners and are supported by enthusiastic staff.
- Staff frequently read carefully chosen stories to the children, who listen intently. Children's love of books is enhanced further as they select books independently. They take books to the carpeted areas or the cosy reading tents indoors and outdoors and absorb themselves in the experience.
- Children respect and value one another. Staff implement systems to support children's understanding of boundaries and encourage nursery values. Staff use

distraction, simple language and visual signing to remind children about expectations and to quickly defuse unwanted behaviour before it arises. Children are very well behaved, caring and considerate.

- Younger children have opportunities for sleep and rest throughout the day. The calm and relaxing spaces are furnished with low-level beds that support children's independence and physical needs. Staff provide comfort to children that require it, and babies crawl onto staff's laps for reassuring cuddles when waking from sleep.
- Leaders have high expectations of staff's continuous professional development. Staff benefit from the regular ongoing training and the impact of this on their practice is reviewed during supervision, appraisals and peer-on-peer observations. Managers are supported by a wider leadership team. They monitor the overall provision and the delivery of the curriculum to ensure it enriches children's learning and development at the highest level.
- Leaders are acutely aware of the impact of the COVID-19 pandemic on parents, staff and children. Staff have regular well-being checks and parents are offered flexible sessions to meet the needs of their families. Staff take extensive steps to ensure the emotional well-being of the children and parents is promoted, and they are welcoming parents back into the nursery.
- Partnerships with parents are exceptional. Staff and parents use a variety of methods, including an online application that parents access daily, to keep up to date with the children's development. Parents' feedback is excellent, and they have high praise for the nursery and staff team. Children take part in exciting experiences to acknowledge special events that are important to them. For example, parents are invited to share activities such as pizza making, picnics and superhero days. Parents are particularly grateful that the nursery offers a qualified hairdresser to cut their children's hair.
- Leaders place high importance on being part of the local community. Children benefit from regular trips to explore the local town and visits to the greengrocers, where they buy their own fruit and vegetables to eat at mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding children is a priority within the nursery and share safeguarding procedures with staff, visitors and parents. They ensure that staff's knowledge and skills are kept up to date through induction training that is regularly revisited during staff meetings and individual supervisions. Staff have a strong understanding of safeguarding policies and procedures, especially those for reporting allegations. They know who their safeguarding leads are within the nursery and who to contact with regards to any external support. Leaders have established rigorous recruitment and vetting procedures. They make sure anyone who comes to work at the nursery is suitable to work with children, prior to them taking up their position. Children have free-flow access to the outdoors and take part in morning risk assessments. They are given the title of 'caution cadets' and

use a checklist to ensure the garden area is safe for their friends to use.

Setting details

Unique reference number	2496930
Local authority	Solihull
Inspection number	10143794
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	94
Number of children on roll	167
Name of registered person	Bright Stars Nurseries UK Limited
Registered person unique reference number	RP558337
Telephone number	01217449888
Date of previous inspection	Not applicable

Information about this early years setting

The Natural Childcare Company - Shirley registered in 2018. It employs 27 members of childcare staff. Of these, two hold early years qualifications at level 6, 18 at level 3, and one at level 2. They also have five unqualified bank staff and one apprentice working towards a level 2. The nursery opens from Monday to Friday throughout the year, except for bank holidays and one week over the Christmas period. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nichola Patel

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 inspector completed a joint observation with the nursery manager.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The nursery manager and inspector completed a learning walk together to help the inspector understand the intent for the curriculum.
- The inspector held a meeting with the manager and looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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