

# Inspection of Springfield Park Rd Nursery

57 Park Road, Sparkhill, Birmingham, West Midlands B11 4HB

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Inspection date: 6 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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	Not applicable

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

### **The provision is good**

Children arrive at the nursery after a long summer break, happy and motivated to learn. They are greeted by friendly, attentive staff who know them and their families well. This helps children to feel safe and secure. Children settle in quickly and immerse themselves in the unique, stimulating environment, that reflects their community. They enjoy independently choosing what they want to play with.

Children develop their emotional development, small-hand muscles, and hand-to-eye coordination. For example, as children play with the play dough, adults support them to explore their feelings. Children talk about missing friends, and things that make them happy. They also use a range of materials like shells and stones to make faces. Younger children enjoy playing in the water. They spend time filling and emptying containers with water beads using various scoops. As they do this, adults teach children concepts, such as full and empty. Children also enjoy counting how many scoops it takes to fill the containers. This supports children's mathematics and counting skills.

Children exhibit good behaviours. They are kind, and respond well to regular praise. Children show positive attitudes towards their learning and make good progress. This ensures children are ready and well-prepared for their eventual move to school.

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

- The manager has designed an ambitious curriculum that is clearly sequenced to support children to learn through the stages they need to make progress. Staff have high expectations for children, and know each child well. They gather detailed information when children start. This enables staff to plan experiences to build on what children already know and can do.
- Staff model good language. However, in their enthusiasm, some of the less experienced staff ask children too many questions. This does not give them time to think, respond and express their ideas. Children who speak English as an additional language acquire the English language quickly; as staff skilfully communicate with children in their own language, alongside English words and pictures.
- Children with special educational needs and or disabilities are extremely well-supported. The manager and staff have strong links with outside agencies and incorporate their expert recommendations into each child's individual plan of support and sharply focused targets. This ensures children make the best possible progress they can.
- The nursery environment is reflective of children's home lives. Parents send in material, packaging, food, and various cultural artefacts from their homes. Staff

display and implement these materials across the setting. This contributes to children's high levels of self-esteem as they feel celebrated, proud and enjoy talking about their community, culture and family.

- Children enjoy independently selecting healthy vegetables to eat. Children also enjoy brushing the model teeth set out for them and learning about the importance of good oral hygiene. However, staff overlook some opportunities to teach children about healthy eating and the importance of regular exercise.
- Staff successfully support children's self-help and independence throughout daily routines. Staff encourage children to choose and access their own toys, wash their hands ready for snack and tidy up.
- Parents are pleased with the progress their children make. They report their children's confidence has increased, they have learned lots of new words in English, and tell of how supportive and caring the manager and staff are. Parents also say their children have made good progress and feel they will be well-prepared for their eventual move to school.
- The passionately dedicated manager shows a good commitment to the professional development of her team. Overall, this supports staff practice, well-being and helps leaders and managers to identify any additional training needs. For example, the manager has identified less experienced staff need more training on how best to interact with children in order to best support communication and language development.
- Children benefit from the strong links the setting has with the local school. They share information with parents and reception teachers to support children's transition when they start school. This helps to keep children safe and supports a smooth transition.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff know the possible signs and symptoms that indicate a child may be at risk of harm or abuse. They know the local procedures they must follow to report any child protection concerns. In the event an allegation is made against the manager or any member of staff, they know the procedures they must follow to report these concerns. Leaders complete rigorous recruitment checks to ensure that staff are suitable to work with children and remain so. The manager keeps all documents well maintained and ensures that her records are accurate. This ensures children are kept safe.

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

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

- continue to support staff to further develop their knowledge and practice of different strategies to use to support children's communication, language and

thinking skills

- teach children the benefits of healthy eating to help them understand how they can keep themselves fit and well.

## Setting details

<b>Unique reference number</b>	2545702
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10215543
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	The Springfield Project
<b>Registered person unique reference number</b>	RP906044
<b>Telephone number</b>	01217772722
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Springfield Park Road Nursery registered in 2019. The nursery employs nine members of childcare staff. Of these, eight staff hold a level 3 early years qualification. The nursery operates from 8.30am to 3.30pm, Monday to Friday, term time only. The nursery receives funding to provide free early education for two-, three-, and four-year-old children.

## Information about this inspection

### Inspector

Kiri Gill

## 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.
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- The childcare manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this had on children's learning.
- A joint evaluation of the quality of teaching during an activity took place between the childcare manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the setting managers and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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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