

Inspection of Precious Wings

2-6 George Street, Lozells, Birmingham, West Midlands B19 1NX

Inspection date:

14 September 2022

Overall effectiveness

Good

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 play in a safe and welcoming environment. Relationships between the staff and children are good. Staff know the children well as individuals and meet their care and learning needs effectively. They observe children and assess their different stages of development. Children's learning builds well on what they have already achieved.

Children play cooperatively. Staff build strong bonds with the children and ensure that children understand expectations for behaviour. Children behave well. They learn to share, take turns, and understand and express their emotions. Friendships have formed among the pre-school children, and younger children play happily alongside others. Older children express themselves confidently, and staff effectively interpret the wants and needs of younger children whose language skills are at an early stage. Children choose and select resources confidently and make decisions about whether to play indoors or outdoors.

Children are physically active. Each day begins with children having fun during a movement to music session. They then make decisions about the available activities. Children eat healthy food, and staff ensure that individual dietary needs are known and addressed. Staff teach children to manage their personal needs independently and understand and adopt healthy habits, such as good hygiene practices. They talk with children about why and how they should care for their teeth. Children learn about safety. Staff choose monitors at the beginning of each day to help them complete the outdoor risk assessment.

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

- Staff ensure that children make good progress across the seven areas of learning. Children develop good skills that help them to be ready for the eventual move on to school.
- The provider ensures that staff keep their early years knowledge up to date. Staff identify that recent training on how to use a speech and language toolkit has helped them to assess children's language development and ensure early intervention for children who need additional support.
- Children's emotional well-being is given a high priority. This is initially addressed well with a gradual settling-in procedure that is agreed with parents in accordance with their child's individual needs. Staff praise children for their efforts as well as their achievements, which helps to boost their self-confidence.
- Staff ensure that children who speak English as an additional language receive good support in using their home languages while gaining speaking skills in English. Staff caring for babies react promptly to the babies' expressions and the different sounds they make. They encourage the babies to repeat words and

sounds. Staff adopt effective teaching strategies so that young children progress from saying single words to putting words together and forming sentences.

- Children practise their handling skills in a variety of ways. Older children's pencil control is good, and some can use scissors successfully. Young children connect construction toys. They make marks with their fingers in dry sand.
- Policies and procedures are effective and inclusive for those children who attend. Children gain an understanding of diversity. They learn about communities, families and traditions beyond their own experience.
- Older children choose to get involved in an activity that helps them to recognise and talk about their facial features and then use materials to create a self-portrait. Resources include small mirrors, and children laugh as they pull funny faces while looking at their image.
- Young children have some opportunities to engage in sensory exploration. For example, babies grasp small balls and enjoy splashing them in a tray filled with water. However, staff do not fully support younger children in exploring and investigating different textures and play materials, or encourage the children to find things out for themselves. For example, the children lose interest in making marks in the dry sand that is in a large tray on the floor, and staff do not consider making changes in order to inspire the children to re-engage in the activity.
- Staff support children's interest in books. Older children have favourite stories that they ask staff to read. They are learning the link between sounds and letters.
- Partnerships with parents are strong. Parents are very happy with their children's progress. They say that methods of communication are good.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the internal and local referral procedures to follow if they have a concern. Staff are aware of the duty to prevent children being drawn into situations that would cause them harm. The provider makes sure that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors. Recruitment and selection procedures are robust.

What does the setting need to do to improve?

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

- increase support for young children to explore, investigate, 'have a go' and find things out for themselves.

Setting details

Unique reference number	2579222
Local authority	Birmingham
Inspection number	10252591
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	38
Name of registered person	Precious Wings Day Nursery Ltd
Registered person unique reference number	2579221
Telephone number	07872513232
Date of previous inspection	Not applicable

Information about this early years setting

Precious Wings Nursery registered in 2020. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications, ranging from level 2 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Burnet

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views. She spoke with the children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views about the provision.

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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