

# Inspection of Merryvale Day Nursery

50 Merrivale Road, Halesowen B62 9RL

---

Inspection date:

29 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

Requires improvement

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

### **The provision is good**

Children are happy, secure and safe in this nursery. They settle well with the support of their key person. They laugh and enjoy their time at the nursery. Children have nurtured and supportive relationships with the staff. They follow their interests, choose their own resources, and show excitement to learn.

Children have ample opportunities to be physically active. Older children run, jump and climb in the garden and learn to move in different ways. They share and take turns to throw and catch balls and when digging natural materials to make mud pies. Babies begin to pull themselves up, cruise and walk. They explore new textures, using one-handed tools, such as trowels and spoons, while discovering soil and other natural resources.

Children have access to a range of experiences they may not receive at home. For example, staff provide them with opportunities to travel on a bus and train for the first time. Children plant and grow sunflowers. Later on, children dig up the sunflower and explore the different parts of the plant. They learn about growth and learn new vocabulary, such as 'stem', 'petals' and 'seeds'. They replant the seeds to watch sunflowers grow again. This helps children to learn about life cycles.

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

- Leadership and management have improved the support staff receive in regard to professional development. Managers observe the quality of education and support staff with training and a buddy system to consistently improve their practice. The quality of education delivered by staff is now good. This means that children receive beneficial learning across all seven areas of the early years foundation stage.
- Leaders have now implemented an ambitious and coherent curriculum. Staff understand how to follow children's interests, to engage children in their play and work towards their next steps. Staff plan and tailor activities to meet children's individual needs. Children make consistently good progress.
- Staff support children well and follow their interests. Staff extend children's interest in shops to help them to learn about the world around them. For example, they take a trip to their local supermarket to buy fruit and vegetables. They use the fruit and vegetables they have bought to make 'pizzas' in role play. Toddlers learn to use knives independently to chop peppers and tomatoes to imprint them in play dough.
- Children develop an understanding of growth and independence during role play with baby dolls. They enjoy dressing the dolls and changing their nappies. Children become confident in their self-care. They are independent and develop the skills they need in readiness for school. Babies choose songs they want to

sing and engage in singing with staff. They begin repeating single words, gesturing and joining in with the actions.

- Leaders have improved the support that children with special educational needs and/or disabilities (SEND) receive. They ensure that children with SEND are referred to outside agencies for additional support in a timely manner. Staff have a secure knowledge of how to precisely sequence the learning and tailor the support that individual children need. Children with SEND make strong progress, especially in regard to their communication and language, physical development, and personal, social and emotional development.
- Children explore their natural environment. They find worms in the garden and show their friends what they have discovered. Older children discuss how many worms they have found and what other insects they might find. They take turns to hold the worm, and they learn how to care for the insects they find. Children are mostly engaged. However, on occasion, the staff are not organised enough at transition times, which means that children are waiting unnecessarily and sometimes become disengaged.
- Parents are ecstatic with the high-quality care their children receive. They believe their children to be safe, happy and secure. Children enjoy coming to the nursery and progress well. Parents of children with SEND are pleased with the improvements the nursery has made to further support their children's learning. Staff share some information with parents about the activities that their child enjoys and their care needs. However, staff do not routinely provide parents with all of the information they need so that they can further support learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open safeguarding culture in this nursery. Leaders and staff know the signs and symptoms that may indicate a child is at risk of harm. They understand to be vigilant to a range of child protection matters and local concerns. They understand local procedures on how to refer a child of concern. Staff are mindful to risk assess the environment and ensure that children's safety is a high priority. All staff have paediatric first-aid training and understand the action to take in case of a medical emergency.

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

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

- extend parent partnership working to provide parents with all the information they need to support their child's learning at home
- enhance the organisation of daily routines to maximise learning throughout the day and further promote children's engagement.

## Setting details

<b>Unique reference number</b>	EY540492
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10219987
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Merryvale Day Nursery Ltd
<b>Registered person unique reference number</b>	RP540491
<b>Telephone number</b>	01214227025
<b>Date of previous inspection</b>	15 December 2021

## Information about this early years setting

Merryvale Day Nursery registered in 2017 and is located in the Halesowen area of Dudley. The nursery is open from Monday to Friday all year round. Sessions are from 7.15am to 6.15pm. The nursery employs 18 members of childcare staff. Of these, 15 hold relevant qualifications at level 2 or above. The nursery provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Sophie Van Harten

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector spoke with the nominated individual and managers about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- Parents and/or carers shared their views of the nursery with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.

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