

Inspection of Catherine House Day Nursery Schools

2 Birchfield Way, Yew Tree Estate, Walsall, West Midlands WS5 4LG

Inspection date: 29 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and confident at the nursery. They are greeted with a warm welcome from managers and staff. Children are supported to settle into their day. Staff provide children with lots of reassurance throughout the day. This helps children to feel safe and secure. Children benefit from a broad curriculum and are encouraged to explore a wide variety of interesting activities. For example, young children explore noodles and pasta to develop their sensory skills. Older children self-register and make marks on registers, where they are supported to write their own names. As a consequence, children progress in their learning, guided by staff encouragement.

Children behave well. They share and take turns, showing kindness toward each other. For example, when a child finishes using the milk to make their porridge, they politely say 'Here you go', passing the milk to a friend to make their porridge. Children help to care for the nursery pets. Staff talk to the children about the variety of vegetables that guinea pigs need to eat. Children name the lettuce and carrots, while they chop the food with staff guidance. Children are supported to carry a large bowl of food to the guinea pigs. They talk to the guinea pigs and tell them 'It's snack time'. As a result, children learn how to provide care and attention for others.

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

- Managers have a secure understanding of the curriculum. They ensure that staff understand what children should learn next and where children can make progress. They ensure that they identify where practice needs improving, to maintain consistency in teaching and support staff to develop their skills. Managers and staff have high aspirations for children to succeed. They work together to promote a high level of learning for all children. However, there are occasions when staff do not appropriately communicate key information about the children between staff. This may prevent children from making progress.
- The key-person system is effective. Staff know and understand children well. They observe and identify where children need support in their learning. For example, staff explain how they help children who speak English as an additional language. They use resource bags specifically created with objects for staff and children to communicate together. However, managers and staff do not always consider obtaining enough information from parents about the languages children speak at home, or how they incorporate this into the daily routine.
- Children are calm and relaxed across the nursery. Staff have created a nurturing environment for children to feel comfortable. Children demonstrate good independence skills. They use the toilet and dress themselves, and staff support children with coats and shoes for outdoors.

- Children receive healthy cooked meals. Staff encourage children to try new foods and talk about being healthy. During mealtimes, children serve themselves and measure out their food on plates. Staff teach children manners, and they sing the 'please and thank you song' before every mealtime and snack time. Children access water regularly throughout the day.
- Managers have a good understanding of the impact of the COVID-19 pandemic. They and staff recognise that some children need support with their language development. Children listen to stories and make links using the resources provided. They talk confidently about 'daddy, mummy and baby bear' and engage in friendly conversations. Staff provide opportunities for children to ask questions and give answers. As a result, children extend their language and communication, learning how to listen to each other.
- Managers and staff ensure that children with special educational needs and/or disabilities (SEND) are supported. Managers are proactive and ensure that children with SEND receive appropriate support. They liaise with parents and external professionals to help children make progress. Overall, children with SEND make progress in their learning, and staff prepare children well for school.
- Parent partnerships are strong. Parents report that they are very happy with their children's learning and care. Parents explain that managers and staff are approachable. They state that staff are very trustworthy and that they feel comfortable speaking to any staff member regarding any concerns. Parents are kept fully informed about their children's learning and receive regular notifications from digital systems.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff receive regular safeguarding training. Staff know who to contact in the event of a child at risk of harm or an allegation being made. They understand the signs of abuse and have knowledge of the 'Prevent' duty, radicalisation and extremism. Managers have effective policies and procedures to ensure that staff understand their responsibilities to protect children. Recruitment procedures are robust. Staff are vetted to ensure that they are safe to work with children. Risk assessments are carried out regularly, and any hazards identified are swiftly addressed. Staff are deployed well across the nursery to minimise risks.

What does the setting need to do to improve?

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

- strengthen staff communication to ensure that information about the development and needs of children is communicated effectively, particularly when children join the nursery
- review the process for obtaining information from parents, when children first

start at the nursery, about the languages they speak at home, and consider ways to support this in the daily routine.

Setting details

Unique reference number	255135
Local authority	Sandwell
Inspection number	10234448
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	50
Number of children on roll	30
Name of registered person	Buds Limited
Registered person unique reference number	RP909284
Telephone number	01922 613211
Date of previous inspection	6 October 2016

Information about this early years setting

Catherine House Day Nursery Schools registered in 1992. The nursery employs a total of 12 members of childcare staff. Of these, eight hold appropriate early years qualifications ranging from level 3 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

Maryanne Hepburn-Bean

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 had a tour of the nursery. The leader discussed the organisation of the nursery and the curriculum provided.
- The inspector observed the quality of teaching throughout the inspection. Joint evaluations of the quality of teaching took place between the manager and the inspector.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector spoke to children and parents at appropriate times and took account of their views on the nursery.
- A meeting was held with the manager to discuss leadership and management arrangements.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working 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.

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