

Inspection of Gbnfc At Chinnbrook Centre

213 Trittiford Road, Birmingham B13 0ET

Inspection date: 3 October 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive happily, confidently separate from their parents and are keen to join their friends in their play. Children receive a warm welcome to the nursery from the kind and caring staff. This nurturing approach helps children, including new children, to feel at ease and settle in quickly. Children behave well. They listen carefully and follow instructions well. For example, children line up when it is time to go into the dining room for lunch. They are kind and considerate towards each other and happily share toys and resources.

Children show positive attitudes to their learning. Toddlers enjoy playing in the sand with their friends and show great delight while actively joining in with singing sessions. Pre-school children skilfully ride tricycles around the garden, negotiating a one-way system while pretending to stop at the petrol station to fill up with fuel. Staff have high expectations of all children, including those with special educational needs and/or disabilities (SEND). Staff quickly recognise and respond to children who may require extra emotional support. They introduce a varied range of sensory experiences which help to calm and reassure children. All children are making good progress. This helps to prepare them for their future learning, including moving on to school.

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

- Improvements have been made since the last inspection. Managers and staff ensure the environment is safe for children. Staff manage children's behaviour well. They offer children age-appropriate reminders to help them understand what is expected of them. For example, they remind children to use their 'walking feet' when indoors, explaining to them that if they run, they could fall and hurt themselves. They use praise and encouragement to reward good behaviours.
- The quality of teaching is good. Staff know children well and use their knowledge of children to plan activities that they know children will enjoy. They base this around children's current interests and next steps in learning. However, on occasions, planned next steps for children's learning could be focused on more to help children make even better progress.
- Children readily take part in activities and experiences on offer. For example, they eagerly join in with music sessions. They use their chosen instrument to play along to the music at different speeds, giggling with delight as they do so. However, staff have not fully considered ways to fully support all children's concentration and engagement during group activities and transition times. This means that, at times, some children lose interest.
- Managers and staff ensure good support for children who have SEND is arranged at the earliest opportunity. Effective early assessments are used to

help identify where children may need extra support. Good partnerships with other professionals help to ensure children receive the support they need. This helps them to make good progress from their starting points.

- Staff support children's communication and language skills well. Staff engage children in frequent conversations and discussions. Children who speak English as an additional language make good progress in their speaking skills. Staff speak slowly and clearly, repeating words and using signs and gestures to aid understanding.
- Children's physical development is well promoted. They enjoy being physically active outdoors, where they have opportunities to ride tricycles, run and learn to balance carefully on the equipment. Children are supported to develop their independence. Older children confidently manage their own toileting needs. Younger children are given good support and encouragement to learn to progress from using nappies to using the toilet.
- Partnerships with parents are effective. Parents are regularly invited to attend various events at the nursery. Staff organise coffee mornings, parent's evenings and curriculum workshops. For example, parents join their children for a maths workshop where they are encouraged to hunt for different numbers in the garden. Staff share ideas with parents about how they can extend on this at home. Parents express their complete satisfaction with the nursery. They value the staff's advice and guidance and say that staff are 'fantastic'.

Safeguarding

The arrangements for safeguarding are effective.

The management team has recently reviewed and strengthened their safeguarding policy and procedures. Managers and staff now have a good understanding of the procedures to follow to protect children from possible harm. They know what to do if they have a concern about a child or member of staff. They understand the importance of ensuring accurate records are maintained. Staff receive regular training so that they can keep their knowledge up to date. Staff have a good awareness of how to keep children safe. For example, they swiftly sweep away spilt sand, explaining to the children that they could slip on this and hurt themselves.

What does the setting need to do to improve?

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

- develop ways to extend learning opportunities during some group activities and transition times, to enable all children to become engaged and involved
- build on the plans for children's next steps in learning to provide even more challenge to help them make the best possible progress in their development.

Setting details

Unique reference number	EY539636
Local authority	Birmingham
Inspection number	10238242
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	70
Number of children on roll	67
Name of registered person	Grendon and Billesley Nursery and Family Centre Ltd
Registered person unique reference number	RP521788
Telephone number	0121 4644772
Date of previous inspection	4 April 2022

Information about this early years setting

Gbnfc At Chinnbrook Centre registered in 2016. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a level 5 qualification, seven hold level 3 qualifications and three staff are unqualified. The nursery opens from 8am until 6pm, Monday to Friday, for 48 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Amanda Tompkin

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager and deputy manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in 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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