

# Inspection of Nurture Nest Nursery

358, Gospel Lane, Olton, Birmingham, West Midlands B27 7AJ

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Inspection date: 18 October 2022

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

### The provision is good

Children are happy and settle quickly in this setting. They have an exciting range of activities and resources to choose from. Children are eager to sit together for their morning group time. They demonstrate their patience and listening skills as they wait for their name to be called out. Children enjoy singing a song about how they are feeling as they look at cards with emotive faces on. Staff help children to understand how they feel as they say, 'You look happy because you are smiling'. Children become excited as staff get out the 'magic bag'. They are good at sharing as they wait their turn to pick out an object which represents a nursery rhyme.

Children smile and chat with staff as they explore a tray with autumn-themed resources inside. They experience different textures on their hands as they touch crispy leaves and pretend spider webs. Staff help children to develop their vocabulary as they introduce words such as 'wiggly' and 'smooth'. Children giggle as they try to frighten the staff with a plastic spider. Their self-esteem and confidence are well supported as staff model to children how to overcome their fears. Staff notice further learning opportunities and help to develop children's mathematical skills as they count how many legs spiders have.

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

- The management team has successfully implemented a curriculum which supports children's learning in all areas. Staff identify children's starting points from information provided by parents. They complete baseline assessments to create children's next steps. Children are provided with appropriate activities and interactions with staff that help them to make good progress.
- The manager has improved the way in which staff are monitored since the last inspection. She observes staff practice and holds regular supervisions with them. They work together to identify their next steps in their professional development. These supervisions are effective as they discuss ways to further improve the quality of teaching. For example, staff have completed training in speech and language to help them in supporting children's communication and language skills. However, trainees are not given enough opportunities to discuss their professional development. The manager does not monitor their practice closely enough to identify their learning targets and to help them improve the quality of their teaching.
- Children with special educational needs and/or disabilities (SEND) are well supported. The manager and deputy attend SEND training to improve the experiences of children who have differing needs and abilities. They liaise with the local authority and other professionals to ensure that the care they provide is of a high standard. All staff are trained in sign language. This has a positive impact on children who speak English as an additional language (EAL) as they

evidently make excellent progress.

- The management team creates strong relationships with other professionals to help them improve the quality of teaching. For example, health visitors and professionals who specialise in speech and language visit the setting regularly. They observe children's progress and offer advice and support to staff, which helps to enhance the care provided for children. Furthermore, the manager has created strong links with other local settings to share good practice and obtain more ideas about how to improve the quality of teaching.
- Children learn about different cultures, religions and beliefs as they taste varied new food and design their own Mosque. Children enjoy finding out about each other's similarities and differences as they share stories about how their families celebrate during festivals, such as Eid and Diwali. The manager demonstrates her good understanding of equality and provides an inclusive setting.
- Parents are happy with the care their children receive. They comment on the excellent progress their children have made in communication and language. Parents feel reassured as they receive regular updates about their children's progress and development. They are pleased as their children are learning how to self-regulate and develop their social skills. Parents of children with EAL comment on the support they have received in helping their children to develop the English language.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of different signs and symptoms of abuse. They know the different agencies that are available should they need to make a referral or speak to another professional about a concern for a child or about their manager or colleague. Staff understand the protocols and procedures, ensuring that records are maintained in case further intervention is required. The manager ensures that staff complete daily risk assessments to protect children from hazards and dangers. Children practise fire drills to help them feel more prepared and secure if they had to act quickly in case of a fire.

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

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

- monitor the quality of trainees' practice and identify and provide opportunities in their professional development to help enhance the quality of their effectiveness and teaching.

## Setting details

<b>Unique reference number</b>	2568256
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10218713
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Nurture Nest Nursery Ltd
<b>Registered person unique reference number</b>	2568255
<b>Telephone number</b>	07779105627
<b>Date of previous inspection</b>	17 December 2021

## Information about this early years setting

Nurture Nest Nursery registered in 2020 and is situated in the Olton area of Birmingham. It operates from 7am to 7pm, Monday to Friday, all year round, excluding bank holidays. The nursery employs eight members of staff. Of these, two hold early years qualifications level 6, four hold level 3 and two hold level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Nancy Hitchcock

## 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 provider.
- The managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of an activity and evaluated its effectiveness together.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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.

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