

Inspection of Blakenhall Neighbourhood Nursery

Baggot Street, Wolverhampton, West Midlands WV2 3AJ

Inspection date: 4 November 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 are happy and settled in this inclusive setting. They have eager staff on hand who know them well and celebrate their achievements. Children benefit from a wealth of engaging activities planned towards their individual interests and next steps. A well-established key-person system recognises what children need to learn, and managers have developed a curriculum that caters for their needs. For example, babies engross themselves in a large-scale painting activity. Staff clap and cheer as children recall how they painted their feet during the previous week. Staff support children by removing their shoes and socks to repeat the activity. This shows that children feel secure in their environment and ready to learn.

This is an enjoyable place to be. When staff shout 'hide and seek', children immediately scatter around the garden looking for safe places to hide. Children with special educational needs and/or disabilities (SEND) are supported by their key person so they can participate too. This enhances children's understanding of how to follow rules and develops their physical development and coordination.

Children are listened to, and their ideas are implemented. For example, staff excitedly fetch bubbles when children see them drift in from the baby area. The slide is put into the garden for children who are developing their physical skills. Trips to the pet shop are planned for children who show an interest in animals. This demonstrates that children have a voice and are respected.

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

- This setting sits in the heart of the community. Leaders and practitioners recognise the diverse cultural backgrounds of the children and celebrate each child's individuality. Multilingual staff communicate in English and their home language to reinforce the backgrounds of the children in their care. Children learn that they are unique and that everyone is different as they visit various places of worship and learn about different festivals. This promotes inclusion and diversity and teaches acceptance.
- Kindness and compassion disseminate throughout the setting, ensuring that everyone is supported and included. Leaders and managers focus on the emotional well-being of staff. They promote staff's personal growth to build on their professional development. Consequently, staff feel appreciated and well supported by management, which is reflected in the caring ethos they provide for children.
- Children are learning to be confident individuals who show respect for their environment and those in the setting. Consistent rules and boundaries teach children to develop empathy as they learn to understand how others feel. Children say 'please' and 'thank you' without being prompted and share

beautifully. They deliver food items to foodbanks in the local community. This caring ethos threads throughout the setting and helps children to develop a greater understanding of behaviours and the wider community. However, there is scope for staff to further develop children's knowledge of risk and how to manage their own risks.

- Older children confidently engage in daily circle-time activities. They patiently listen as their friends talk about their feelings and how they are happy at nursery. More complex discussions about health and hygiene offer interesting chats about well-being. Babies benefit from smiley staff who use animated facial expressions to converse. Children receive an abundance of praise when they repeat single words. Strategies such as speech and language screening and sign language ensure that all children are supported. Children are becoming confident communicators.
- The manager works with outside agencies to ensure that all children with SEND are offered the same opportunities as other children. The curriculum and environment are tailored towards their needs and to suit their learning styles. For example, cosy corners and boxes containing objects of reference support children with SEND by offering them the tools to communicate and self-soothe. This helps develop their emotional security.
- Parents speak highly of the nursery, referring to it as 'just like family'. They are kept up to date with their children's progress through letters, meetings and online systems. These offer suggestions of what parents can do at home to enhance their children's development. Managers and staff work hard to include parents and carers in the nursery. For example, during Black History Month, parents attended festivities, provided hair-braiding classes and cooked multicultural foods.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have strong knowledge of how to keep children safe. They understand different types of abuse and can recognise signs which indicate that a child could be at risk. They know who to report to if they have any concerns and understand the action to take if they need to escalate them. Managers implement good recruitment procedures and staff supervision is thorough. Daily risk assessments are completed and are ongoing throughout the day. More extensive checks are carried out for trips or outings, together with provision for additional one-to-one care of the children to avoid any potential risks. An effective mobile phone policy is in place.

What does the setting need to do to improve?

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

- develop further children's understanding of how to recognise and manage their own risks.

Setting details

Unique reference number	EY313852
Local authority	Wolverhampton
Inspection number	10234961
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	1 to 4
Total number of places	50
Number of children on roll	71
Name of registered person	GNG Community Services Ltd
Registered person unique reference number	RP904931
Telephone number	01902 870008
Date of previous inspection	20 December 2016

Information about this early years setting

Blakenhall Neighbourhood Nursery registered in 2005. The nursery employs 16 members of childcare staff. All of these hold appropriate early years qualifications at level 2 or above, including two with a foundation degree in early years. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with SEND and children who speak English as an additional language.

Information about this inspection

Inspector

Jo Southerton

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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