

Inspection of N Family Midlands Ltd

2-4 Summer Hill Terrace, Jewellery Quarter, Birmingham, West Midlands B1 3RA

Inspection date: 25 November 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are excited to enter the nursery, which is well-resourced and designed to inspire and ignite children's curiosity for learning. Staff are warm and welcoming. They greet each child and their family as they arrive. Young babies have lots of space to explore their surroundings and natural resources. They enjoy exploring a role-play area, banging utensils and pots together to make a noise. Equipment is available to promote the development of large-muscle groups as children pull themselves up and cruise around. Younger children enjoy a wide range of messy-play activities. They use sponges to paint a large tray. Children practise their small-muscle skills as they roll and squish play dough or move toy sea creatures round a tray of water and through plants.

All children enjoy fresh air outdoors. Older children enjoy balancing on scooters and tricycles. They use large tyres as an assault course to jump in and out of and balance on. Children particularly enjoy learning early mathematical skills. They go on a dinosaur hunt. When the dinosaurs are found, the children measure them using tape measures and work out which is biggest. Numbers written on the stairs indoors support children in number recognition, as they are encouraged to count going up or down.

Children demonstrate that they feel safe and secure. Staff are extremely attentive to their individual needs, and children receive lots of praise and encouragement. This helps to build their self-esteem. Children snuggle into staff, as cuddles are freely given. Young babies are rocked gently to sleep by staff.

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

- The highly qualified manager is extremely passionate about the learning and care provided to children. Since being in post, he has made significant changes to staffing, which means that agency staff are no longer required. This ensures consistency for the children attending. Staff report high levels of well-being and have access to training to support their professional development. Effective monitoring of staff practice ensures the quality of education is consistently good, and, at times, exceptional.
- The ambitious curriculum supports a holistic approach to children's development. It is sequenced to build on what children already know and can do. The curriculum encompasses all seven areas of learning, and children also learn about global responsibility and innovative ideas. This supports children to gain a perspective of the world that encourages awe and wonder. Consequently, children make good progress in their development and acquire the skills needed for their next stage of learning.
- Staff know the children extremely well. They plan activities in line with the

children's interests. Staff are spontaneous in adapting activities to support children to access them. For example, in the morning, children show an interest in 'Sonic the Hedgehog'. Following this interest, in the afternoon, staff colour the play water blue, the same colour as 'Sonic'. Children excitedly talk about the water and how it is 'Sonic' water. Children demonstrate high levels of curiosity as they scoop, pour and measure the water.

- Support for children with special educational needs and/or disabilities (SEND) is good. The nursery employs a qualified SEND coordinator. They support staff to quickly identify any gaps in learning and implement a package of support to ensure no child is left behind. Children who speak English as an additional language are supported by the bilingual staff team. Staff also use the many different backgrounds of children to talk about similarities and differences. This supports children's understanding of communities beyond their own.
- Children develop a deep love and respect for literacy and books. Children are supported to manage their feelings by using books about emotions and feelings. They particularly enjoy the 'Colour Monster' book and can recall which colours depicts which emotions. On the whole, children behave well. However, when children display unwanted behaviour, staff do not always explain why their behaviour is not acceptable. This means children do not always understand why they cannot do things and, consequently, despite being told no, they continue.
- Partnership with parents is exemplary. Parents comment that staff are wonderful. They say communication about their child's development is excellent. A strong emphasis is placed on getting to know the family as a whole, not just the child. Regular parents' evenings take place, and support is given to parents to help with their children's learning at home.
- Children benefit from a seasonal menu of freshly cooked meals prepared by a full-time chef. They regularly wash their hands, and they know that fresh air and running about is good for you. Children also learn the importance of teeth cleaning as they vigorously do this on model teeth. They talk about why they need to keep their teeth healthy and clean.
- Children are supported to be independent. Older children self-serve their own lunch and clear their own plates away. Younger children are encouraged to take their plates to the side after they have eaten. Routines of the nursery help children to transition from activities, indoors and outdoors. However, at times, the organisation of routines in the baby room is not as good as it could be. On occasion, children were left for long periods of time waiting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge of the procedures to follow if they have concerns about children in their care. They confidently talk about behaviour that they would not consider to be appropriate, discussing what action they would take to raise any concerns about their colleagues. The manager has a good understanding of the requirements and what needs to be notified to Ofsted. The premises are secure, and procedures have been updated recently to complete regular headcounts of

children. New staff receive information on the expectations of safeguarding within the setting on their first day. This approach ensures children are kept safe.

What does the setting need to do to improve?

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

- strengthen the already good strategies in place for managing behaviour, and further support children to learn why their unwanted behaviour is not acceptable
- review the transitions and routines in the baby room so children are not waiting for prolonged periods of time.

Setting details

Unique reference number	2666436
Local authority	Birmingham
Inspection number	10262725
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	0 to 4
Total number of places	72
Number of children on roll	69
Name of registered person	N Family Midlands Ltd
Registered person unique reference number	2666438
Telephone number	0121 236 0300
Date of previous inspection	Not applicable

Information about this early years setting

Bright Minds Jewellery Quarter registered in January 2022. The nursery employs 29 members of childcare staff, including bank staff. Of these staff, two staff hold an appropriate level 7 childcare qualification, two hold qualified teacher status and 15 hold a level 3 childcare qualification. The nursery is open all year round, Monday to Friday, 7am to 7pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Johanna Holt

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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