

Inspection of Perryfields Day Nursery

25 The Flats, Bromsgrove, Worcestershire B61 8LE

Inspection date: 1 December 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

All children, including babies, are very confident and feel safe and enjoy respectful, warm and loving relationships with staff. Babies form close attachments and thoroughly enjoy their interactions with staff. For example, babies delight in using the water and tea set as they pretend to make cups of tea and are gently coaxed to sing and communicate. Their lead is followed well as they explore the musical instruments and are amused as they look at themselves in the mirror.

Children show high levels of engagement in their play and during group time. For example, children in the toddler room are fascinated by the fidget box, which they tap to release two soft, pretend bunnies. This motivates them to sing along to their favourite songs and they begin to use sign language to help them communicate. Children know the routine well and are eager to wind the music box to signal when it is time to tidy up. They are given the time they need to increase their self-help skills as they put on their coats and boots. Activities are sequenced to help children learn and build on previous learning. Pre-school children recall what they have previously learned about bees and butterflies. This is followed by a story about insects and inspires them to go outdoors and hunt for insects.

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

- The manager and owner work extremely well together to lead this small and enthusiastic staff team to provide a nurturing environment for children. Staff skilfully use aspects of the forest school ethos to deliver a curriculum that is centred on exploration and the freedom to discover and be imaginative. The programme of activities provides ample, rich opportunities for children to develop their fascination about nature and the changing seasons.
- Staff place a high priority on working with parents to find out what their children enjoy and build on these interests to help capture their curiosity and imagination. Parents' feedback is positive. They are impressed by the range of experiences on offer and the close bonds their children have with staff. Parents report they value the guidance from staff on how to support their children's learning at home. They also appreciate the advice they receive on issues, such as supporting their children's emotional well-being and managing their behaviour.
- Staff prioritise children's speaking skills during their interactions, to help promote children's communication and language development. They successfully incorporate books and songs into the curriculum to help reinforce what children are being taught. For example, they creatively use book and song bags, which include inspiring puppets and visual aids, which capture children's attention immediately
- Teaching is good. Staff swiftly identify those children who need additional

support and provide targeted interventions to help close gaps in their learning. However, staff do not always offer sufficient challenge for the most-able children in the baby and toddler room, to help extend their learning even further.

- Staff provide good first-hand experiences for children to connect to the natural world through the outdoors and the forest school sessions. Children learn about their local community and how to care for their environment. For example, children visit the local residential home and learn how to recycle plastic, paper and tin. Staff help children share photos of their own families and talk about their unique differences. Children learn to respect their differences.
- The educational programme for mathematics is strong in some aspects. For example, staff provide a varied range of opportunities for children to count and consider size and shape. However, staff do not often enough incorporate mathematical concepts into the experiences and activities children enjoy most. Consequently, children show little interest in calculation, recognising numerals and exploring weight.
- Children learn about the benefits of a healthy diet and fresh produce. Children plant and care for various fruits and vegetables and have made soup with the courgettes and wedges with the potatoes they have helped harvest.

Safeguarding

The arrangements for safeguarding are effective.

There are robust vetting, induction and ongoing supervision procedures in place to ensure all staff are suitable. Staff have a good understanding of child protection and the procedures to follow if they have a concern about a child. They carry out daily checks to ensure activities and the areas used by children are safe. They confidently deliver high-risk activities. For example, children use secateurs to lop branches, as they make their Christmas decorations from a variety of foliage. They understand the safety rules in place around the firepit as they help make scrambled eggs and bread on sticks.

What does the setting need to do to improve?

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

- support staff in the baby and toddler room to plan a wider range of challenging opportunities for the most-able children, to help them make rapid progress
- increase the opportunities children have to recognise numerals and explore concepts such as, calculation and weight, to further extend their mathematical development.

Setting details

Unique reference number	2584646
Local authority	Worcestershire
Inspection number	10251093
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	30
Number of children on roll	28
Name of registered person	Gallanagh-Edwards, Georgia
Registered person unique reference number	2584644
Telephone number	01527 575370
Date of previous inspection	Not applicable

Information about this early years setting

Perryfields Day Nursery registered in 2020. The nursery opens from Monday to Friday throughout the year. Sessions are from 7.45am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs nine members of childcare staff. Of these, seven hold early years qualifications between level 2 and level 6, and two are unqualified.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the setting.
- The inspector and the manager and owner completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out three joint observations with the manager.
- The inspector held a meeting with the manager and the owner. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took into account the views of parents.

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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