

Inspection of Edgbaston Nursery and Pre School

41 Calthorpe Road, Edgbaston, BIRMINGHAM B15 1TS

Inspection date: 20 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

Children come into the setting happily and are greeted warmly by friendly and caring staff. They show that they feel settled and content as they excitedly ask visitors to 'wear the fire helmet and help them to extinguish the fire.' All children develop strong attachments with their key person. Staff plan and provide interesting play activities that develop babies' curiosity. Babies and young children have a calm space for daytime sleeping.

Children are developing important independence skills as they confidently make choices about their play. Older children practise dressing and undressing to build their skills and confidence for when they start school. They enjoy serving their own lunch and helping themselves to more food when they are still hungry. Children enjoy healthy meals and snacks.

All staff have high expectations for every child and understand that each child is different, with their own individual stories to tell. They provide all children with an inclusive environment, where every child is valued for who they are. Staff use positive strategies to manage children's behaviour. Children develop good personal, social and emotional skills, and build confidence in their abilities and develop a positive sense of themselves.

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

- Staff are skilled in setting up the environment in ways that spark children's natural curiosity and interest. Overall, staff support children's learning and development well, through a broad and varied curriculum. They know children well and plan next steps in their learning that meet their unique needs. However, on occasion, during planned group activities, staff do not focus clearly on identified learning intentions for each child, to help them achieve at the highest level.
- Children visit places of local interest, including parks and shops and travel on buses and trams. They visit residential care homes, where children interact and sing with the residents. Children develop a sense of community. These experiences ensure children have a wide range of exciting opportunities that support their cultural capital.
- Children learn about and deepen their understanding of the world around them. Cultural differences are explored through discussion and celebrations. Children understand their own uniqueness and the fact that not everyone has the same beliefs and cultural traditions. For instance, children recognise the festival of Diwali and Raksha Bandha through creative activities and stories.
- Staff follow children's interests when planning new activities. This ensures that children are interested and motivated to learn. For example, after listening to

the story 'We're Going on a Bear Hunt', children are delighted to go on a pretend bear hunt in the outside area. This helps to build on their early literacy skills.

- The special educational needs coordinators are knowledgeable in their role. They make timely referrals for additional funding and source support from other agencies. Any concerns about children's development are shared with parents. As a result, these children are well supported and are making good progress.
- Staff plan a variety of activities that cover the seven areas of learning. For example, babies explore lights, sounds and textures in a calm environment. Toddlers and pre-school children have plenty of opportunities to develop their small-muscle skills. They use tools to manipulate play dough, copy words to write cards and use scissors. These activities support their next steps in writing. However, at times, staff do not recognise when they need to differentiate planned group activities to meet the individual development needs of children, especially for less confident and quieter ones.
- Partnerships with parents are very strong. Staff exchange information with parents about every aspect of their children's care, learning and progress. Parents are happy with the education and care provided. They recommend the setting to friends and family.
- Leaders and managers are duly focused on supporting staff's well-being, and provide them with valuable professional development to extend their knowledge and skills. Managers support new staff through a thorough induction process. As a result, all staff, including new staff, are very knowledgeable about the policies and procedures of the nursery.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff understand their roles and responsibilities to keep children safe. They are aware of the possible signs and symptoms that may indicate a child is at risk of harm. All staff have completed online safeguarding training and discuss safeguarding scenarios during staff meetings. The manager has developed information cards for all staff, so that key safeguarding information is always available to them, including relevant phone numbers. Staff know the whistle-blowing procedure and the procedures to follow if they have a concern about a child in their care.

What does the setting need to do to improve?

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

- strengthen planning of adult-led activities in order to focus teaching more precisely on the targeted learning intentions for all children
- support staff to identify quieter children and consider how to successfully include them more in group sessions.

Setting details

Unique reference number	2685597
Local authority	Birmingham
Inspection number	10267505
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	94
Number of children on roll	100
Name of registered person	Storal Nurseries Limited
Registered person unique reference number	RP524868
Telephone number	0121 4557887
Date of previous inspection	Not applicable

Information about this early years setting

Edgbaston Nursery and Pre School registered in 2022. It is situated in Edgbaston in Birmingham. The nursery employs 20 members of childcare staff. Of these, all except two hold an appropriate early years qualification from level 2 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Beverley Devlin

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The management team and the inspector completed a learning walk together.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact of this on children's learning.
- The manager and the inspector conducted two joint observations of planned activities.
- The inspector spoke to parents and took account of their views.
- The inspector held a number of discussions with the staff and children during the inspection.

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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