

Inspection of Lawnswood Childcare - Shirley Heath Nursery

c/o Shirley Heath Junior School, Coombe Road, Shirley, Solihull, West Midlands B90
3DS

Inspection date: 14 December 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 arrive happy at nursery and separate from their parents or carers with ease. They confidently explore the environment and access resources independently. Children have autonomy and make choices in their play. For example, babies choose books to read, sitting closely with familiar adults. Children readily go to staff for comfort and reassurance. Staff are nurturing and respond with lots of cuddles. This helps to further secure their attachments. Children are confident and interact with staff, each other and visitors. All children, including those with special educational needs and/or disabilities (SEND), make progress from their starting points. They gain the skills and knowledge they need for their future learning.

Children have access to a large outdoor space. They use a range of resources, such as a large sandpit and play kitchen. Children access the gardens in all weather. They dress in suitable protective clothing for wet or muddy weather. Children have the space to run freely in the grassed areas, and develop their physical skills when they climb and balance using the available equipment.

Children take part in a range of learning opportunities. For example, they play with a variety of different-sized cubes and blocks. Young children build towers and count how many blocks they have used. This helps children to learn about number. They laugh and giggle with their friends when the towers fall.

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

- The manager continues to implement a curriculum, which provides children with the sequence of learning they need in order to make progress. Staff use the information they gain from parents when children first start, to help them to find out what children already know and can do. This helps them to make effective plans for children's learning, so that they are ready to move on to their next stages.
- Children with SEND receive the support they need. The special educational needs and disabilities coordinator and staff work closely with parents and other professionals. Staff focus their teaching to help children to develop their skills. As a result, these children progress well.
- Communication and language is promoted well. Staff model language effectively and include new words during conversations with all children. They provide activities which encourage babies to use their speech. For example, babies are enthusiastic to name the objects that they know when they look at pictures. This helps children to develop their speaking skills and extend their vocabulary further.
- Children behave well. They respond well to the gentle reminders from staff to

use good manners and be kind to each other. Older children play and interact well together. They are keen to develop their imaginative games in the role-play area. For example, they use pretend play foods to prepare and serve meals for each other.

- Children engage for lengths of time in their chosen activities. For example, they experience 'gloop' and feel the changing textures of the substance in their hands. Some children use dinosaurs to plod through the gloop and observe the marks they leave behind. However, at times in the day, particularly before lunch, the routines do not consistently support children to engage in purposeful play and learning experiences.
- The nursery is spacious and is arranged well to meet the specific needs of children. However, some areas of the nursery are not as well maintained with good hygiene routines, to more consistently contribute to the ongoing good health of children.
- Children develop their physical skills in a range of ways. For example, they strengthen their smaller muscles in their hands while they engage in creative play and use mark-making tools. This helps children to do some things independently. However, there is scope for staff to increase the opportunities for older children to develop independence further, particularly at lunch time in preparation for their move on to school.
- Staff are supported well by the manager. They have regular meetings to discuss their work practice and general well-being. Staff are provided with regular training opportunities to keep their knowledge and skills up to date. The manager has a good overview of staff development, and plans well to provide the support that they need.
- Parents speak highly of the care and learning their children receive. They speak positively about how settled their children are. They value the information they receive online and at the end of the day from staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their duties to protect children from harm. They know signs and symptoms that indicate that a child may be at risk of abuse. Staff know how to report concerns about a child's welfare. This includes in the event that an allegation is made about a colleague. Staff understand the procedures to follow if they are required to escalate their concerns. Recruitment procedures are robust. This includes the background checks that are required to ensure that staff are suitable to work in the nursery. The required documentation is maintained and kept up to date. This contributes to ensuring the welfare of children.

What does the setting need to do to improve?

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

- make adjustments to the routines of the day, particularly before lunchtime, to enable children to have further opportunities to engage in more purposeful play and learning
- ensure that cleaning routines are maintained in all areas to contribute to the ongoing good health of children
- increase the opportunities for older children to develop their independence and self-help skills, particularly at lunchtime.

Setting details

Unique reference number	250082
Local authority	Solihull
Inspection number	10233587
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	0 to 4
Total number of places	32
Number of children on roll	46
Name of registered person	Lawnswood Childcare Ltd
Registered person unique reference number	RP902267
Telephone number	0121 733 6605
Date of previous inspection	1 February 2017

Information about this early years setting

Lawnswood Childcare - Shirley Heath Nursery registered in 1997. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery operates all year around, Monday to Friday, from 7.30am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Beard

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together to discuss their curriculum and the arrangements for children's learning. A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector made observations throughout the inspection and evaluated the impact this had on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views of the setting.
- The inspector held discussions with managers to discuss how the nursery is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff and their qualifications.

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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