

Inspection of Big Robins Nursery

Burton Bank Lane, Burton Manor, Stafford, Staffordshire ST17 9JW

Inspection date: 9 January 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and thrive at this exceptional nursery. They form very strong attachments to staff, who are extremely attentive to their needs. Children feel safe and secure. Babies who are new to the nursery settle very quickly and are supported by staff who have a wealth of knowledge and are skilled in their care. Young children enjoy climbing in and out of a ball pool, developing their large-muscle skills. They show their delight in blowing raspberries, and staff respond to them. Children use their small-muscle skills to explore a tray of toy polar bears and penguins in artificial snow and real ice. Staff constantly talk to children and sing with them. This helps children to mimic sounds and eventually start to formulate words.

Children behave exceptionally well. They all want to help each other. When playing games, children show superb respect for each other. They know which of their friends have not yet had a turn and encourage them to have a go. When helping to tidy up outdoors, children run over to help their friends when they say, 'It is heavy.' They work together as a team to carry the wooden blocks from the balancing beam to the storage area. They all thank each other and praise each other for doing such a good job. Children enjoy exploring different objects and textures in containers that they cannot see into. They put their hand in to feel and explore. Lots of laughter and giggles follow as they cover themselves in flour, which they have found inside one of the containers.

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

- The provider and staff team design and deliver a well-thought-out curriculum that builds on what children already know and what they need to learn to be successful. Children are involved in the planning of the curriculum. They voice their opinions on what they want to learn. This means children demonstrate exceptionally high levels of engagement with activities as they have chosen to learn the topics. Children make very good progress in their learning.
- Highly effective monitoring by the manager and professional development opportunities for staff ensure the quality of teaching is consistently outstanding. Staff report high levels of morale and relish opportunities to develop their skills to enhance the continuous provision for children.
- A strong importance is placed on communication and language. All children undergo screening through a local authority initiative tool at the start of each term, to assess the progress in their communication skills. If any gaps are identified, a plan of support is implemented.
- Staff know all the children extremely well. They use their exceptional knowledge of the children's interests to plan and provide activities to ignite their thirst and curiosity for learning. Pre-school children enjoy games involving a parachute.

Staff use these games to teach children to recognise letters and the sounds they make. Children crawl under the parachute as their friends lift it up and down. They sing songs about their chosen letter. Staff enhance this further to incorporate mathematics for children who are learning numbers. Balls with numbers fastened to them are placed on the parachute. Children giggle with delight as they make them bounce off. They then find a ball and say its number.

- Support for children with special educational needs and/or disabilities is outstanding. The provider and staff team are meticulous in providing detailed reports and regularly liaise with parents and external agencies who may be involved with the child's care. This approach ensures that children make the very best progress.
- During the COVID-19 pandemic, the provider completed extensive work outdoors to provide a fantastic space for all the children to enjoy. A large wooden climbing structure, incorporating trees, is used as a base for children to bring their imaginations to life. They complete 'bear hunts', going under, over and through. A large outdoor pretend kitchen area encourages children to experiment with mixing items found in the garden. This area is also used as a celebration stage, where children share their successes at graduation day.
- Partnerships with parents are exceptional. Parents took time out of their working day to come and meet with the inspector as they think so highly of the setting, staff and everything they do for their children. They talk about the difference in their children and how much progress they have made.
- Staff ensure that every child is valued and feels unique. They teach children to be accepting of each other and their differences. Children learn about different cultures through activities and experiences, such as food tasting. Staff talk about how children's families may be different, but that they are all loved.
- The provider and staff go above and beyond to ensure that children who may have allergies or intolerances are well catered for. Food products that may cause a severe allergic reaction are prohibited within the setting. Staff ensure all children still access activities provided. For example, shaving foam, which may cause irritation to some children, is placed into sealed bags so children can explore without touching it. Discussions are held with health visitors on how staff can further support children with allergies.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent knowledge and understanding of safeguarding. They know the procedures to follow if they have concerns about children in their care and how they would report concerns about colleagues if required. Children are taught how to keep themselves safe. Their safety is of the utmost priority and importance. Staff have recently taught children about how their pants are private to them and should not be shown to others. Children recall past knowledge on why this is important. The provider and staff are astutely aware of keeping all children safe from social media, especially children who are looked after.

Setting details

Unique reference number	218512
Local authority	Staffordshire
Inspection number	10266887
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	64
Number of children on roll	84
Name of registered person	Turtles Nurseries (Stafford) Limited
Registered person unique reference number	RP904146
Telephone number	01785 214675 and 07789551341
Date of previous inspection	28 August 2019

Information about this early years setting

Big Robins Nursery registered in 1998 and is situated in Burton Manor, Stafford. The nursery operates from 7.30am to 6pm, from Monday to Friday, all year round. The nursery employs 14 members of staff. All staff hold early years qualifications at level 2 or above, including 10 who hold qualifications at level 3, one who holds early years professional status and one who holds a qualification at level 7. The nursery provides funded early education for two-, 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 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector in person and in writing.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector carried out joint observations of group activities with the manager.

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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