

Inspection of Elms Day Nursery

33 Edgbaston Park Road, BIRMINGHAM B15 2RS

Inspection date: 12 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 enter this setting with smiles on their faces. They are greeted by friendly and welcoming staff. Children feel secure as they explore their surroundings. They make strong bonds with key staff, who gather information from parents when children first start. Staff share this information with each other to ensure that they foster children's care needs effectively and establish routines that are matched to those at home. Children develop self-esteem and show empathy towards each other. They are kind, share their toys and invite others to join in as they pretend to feed stuffed animals.

Children choose from an array of interesting and engaging activities. Babies enjoy practising their physical skills as they pull themselves up on child-friendly furniture or manipulate pipe cleaners through the holes in colanders. Older children pretend to cook Christmas dinner as they hold conversations with staff about their favourite foods. Staff help children to extend their knowledge as they ask questions to spark children's curiosity and discussions. Children are keen learners and build their confidence in the language-rich environment. Staff introduce new words and often use simple signs to help younger children to communicate their needs and preferences. For example, at mealtimes young children use signs to indicate if they want more to eat or if they have finished.

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

- Managers and leaders are passionate in their roles and responsibilities and are highly supportive of their staff team. There are effective arrangements in place for supervisions, which include opportunities to identify training needs and provide coaching to enhance staff practice. Staff's well-being is also a priority. Staff express how they feel supported and valued, and receiving achievement awards helps to boost their confidence.
- Staff confidently explain how they observe and assess the progress of their key children. They focus on up to two children at a time over a two-week period. During this time, they liaise with parents to exchange relevant information and use what they find to plan activities based on children's current interests and abilities. This is very effective for these children, and staff report on the good progress children make. However, staff do not plan for their other key children until it is their turn to be one of the focus children. This means that there are periods when the curriculum is not based on all children's current interests or planned to build on their prior learning. Although all children are engaged in activities available, opportunities for them to make the best possible progress are missed.
- Children with special educational needs and or/disabilities (SEND) receive highly effective interventions and support from staff. They benefit from individual

planning that is positive and purposeful. Staff adapt their practice accordingly to meet children's specific needs. The special educational needs and or/disabilities coordinator attends training to expand their knowledge and understanding. They identify children with SEND effectively and support parents during referrals and meetings with external professionals to ensure consistency and complementary practice at the setting and elsewhere.

- Children's health and well-being are supported effectively. Staff are well aware of any special diets or individual requirements and take steps to ensure these are adhered to. Children enjoy freshly prepared and nutritious meals and benefit from free access to fresh drinking water and plenty of opportunities outside.
- Children are encouraged to be highly independent. Younger children wipe their noses independently and access a child-friendly sink to wash their hands. Older children use large utensils to transfer their lunch from the kitchen pans onto their plate. Children pour their own drinks and scrape their food into the bin when they have finished. Children are well prepared for school.
- Parents are extremely happy with the care their children receive. They comment on the progress their children have made since attending the setting. Parents receive in-depth information during the day about their child's well-being and progress. Parents speak highly about the communication between the staff team. They feel confident that important messages about their child will be passed on to the correct person.
- Managers and leaders ensure that partnerships with local schools are maintained. The key person shares detailed information about children with schools and pre-schools in preparation for children's transition.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is of paramount importance. Staff receive regular in-house safeguarding training. They have a good knowledge of how to identify the signs and symptoms of abuse. Staff understand the importance of sharing information with external agencies when they have a safeguarding concern about a child or colleague. Children's safety is promoted as staff complete rigorous risk assessments and take steps to minimise potential hazards before children enter the setting.

What does the setting need to do to improve?

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

- enhance opportunities for all children to make the best possible progress through a curriculum which is coherently planned and sequenced, is responsive to individual children's interests and builds on what they already know and can do.

Setting details

Unique reference number	227172
Local authority	Birmingham
Inspection number	10234402
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 5
Total number of places	114
Number of children on roll	109
Name of registered person	University of Birmingham
Registered person unique reference number	RP902361
Telephone number	0121 414 8118
Date of previous inspection	14 March 2017

Information about this early years setting

Elms Day Nursery registered in 1993. The nursery employs 43 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including five with a level 6 qualification and one with qualified teacher status. The nursery is open from Monday to Friday for 51 weeks of the year, except for bank holidays. Sessions are from 7.30am until 5.55pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Nancy Hitchcock
Lucy Showell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and the inspectors completed a learning walk together. The inspectors observed teaching practices and considered the impact these have on children's learning.
- The inspectors carried out a joint observation with the manager.
- The inspectors took account of parents' views.
- The inspectors spoke to staff and children at appropriate times throughout the inspection.
- The inspectors observed the quality of teaching and reviewed the impact this had on children's learning outcomes.
- The inspectors reviewed relevant documents and evidence of the suitability of staff working with children.

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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