

# Inspection of Small Talk Nurseries

125 - 129 Shawsdale Road, Castle Bromwich, Birmingham B36 8NG

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Inspection date: 24 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy to this welcoming nursery. They form positive attachments to their key person. Children seek comfort when they are feeling unsure and receive a reassuring cuddle when they need one. Children show curiosity as they explore the play dough. They enthusiastically share what they have made as they roll and squeeze the dough to make their caterpillar creations. This helps to build muscle strength in their hands for the development of early writing skills. Children build on their vocabulary as they talk about the different sizes of animals with staff. They learn new words, such as gigantic, as they measure the biggest to the smallest animal.

Children are active as they explore the garden. They show a can-do attitude as they skilfully balance on the beams and crates and excitedly jump off. Children learn about being part of the wider community as they visit local places. They go on scavenger hunts with staff in the local church garden to collect resources for their activity. Children bring the resources they find back to nursery. They hold discussions about what they have found and compare the different-shaped leaves. They make choices about how they are going to use these resources to create cocoons for their caterpillars. This demonstrates how staff ensure that children have a voice about the choices they make in their play.

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

- Since the last inspection, the nursery management team and staff ensure that they maintain a safe, clean and hygienic premises. This ensures the health and well-being of the children attending the nursery.
- Children enjoy home-cooked meals. Staff have introduced new mealtime routines to allow all children to socialise with other age groups. Overall, the changes to routines are positive for children. However, some parts to these routines do not always meet the needs of all children effectively. For instance, children become disengaged as they wait for their friends to sit down. When children independently serve their food, they sometimes struggle to use the equipment provided.
- Staff plan activities according to children's current interest and what they need to learn next. However, they do not always consider what resources they need to enable children to fully engage in their learning. For example, children explore a car wash water activity with minimal water in the tray and no sponges or cloths to clean their cars. This results in some children losing focus quickly and not gaining the knowledge intended.
- Staff gather information from parents about their child's starting points when they start at the nursery. They use this information to carry out baseline assessments to help them identify gaps in children's learning. This enables staff

to provide activities for children to support their learning and ensure any gaps are swiftly closed.

- Parents speak highly of the support they receive from staff. They share that the workshops they have attended have been useful. The manager explains that the parents are as important as the children who attend. As part of their well-being approach, they offer them a snack 'on the go', such as a piece of fruit, as they are aware that parents are busy in the mornings.
- Staff respond effectively to any delays they identify in a child's development. They work closely with the special educational needs coordinator (SENCo) to assess the support needed to help children progress. They work with parents and other professionals to ensure that children receive the right support at the right time.
- Staff receive support to understand their roles and responsibilities. Regular supervisions provide staff with an opportunity to discuss their key children's development and identify any specific training needs. This helps to build their professional development. Staff comment that the support provided for their well-being is good.
- Children follow good handwashing routines. Staff support children to wash their hands independently before mealtimes. This develops children's understanding of self-care routines.
- Staff ensure that children have the skills they need to move to the next stage of their development. Staff recognise the support children need to ensure transitions are smooth. Children learn to be independent early on, learning to feed themselves and pour their own drinks. Staff help to build children's confidence and ensure they are school ready.
- Children behave well. Staff gently remind them to be kind to each other and listen to what their friends ask. This demonstrates mutual respect for the wishes of their friends.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers follow robust safeguarding procedures. All staff have a secure understanding of how to respond appropriately to a concern about the welfare of a child. They know the procedures to follow if there was an allegation made against a member of staff. Staff understand how to report their concerns to the appropriate safeguarding agency. Environments and activities are thoroughly risk assessed to minimise risks to children and keep them safe. Staff support children to recognise risks and keep themselves safe as they play. For example, when children use scissors, staff offer guided support to ensure children cut safely. Ongoing suitability checks ensure staff continue to be suitable to work with children.

## **What does the setting need to do to improve?**

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

- help staff to ensure that resources are utilised effectively during activities to fully engage and promote children's learning
- refine mealtime routines to fully meet the needs of all children.

## Setting details

<b>Unique reference number</b>	EY493609
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10254190
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Rak Day Care Ltd
<b>Registered person unique reference number</b>	RP534816
<b>Telephone number</b>	0121 776 7474
<b>Date of previous inspection</b>	24 August 2022

## Information about this early years setting

Small Talk Nurseries registered in 2015 and is located in Castle Bromwich, Birmingham. The nursery employs eight members of childcare staff. Of these, seven hold appropriate childcare qualifications at level 3 or above, and one is unqualified. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Katherine Wilson

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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