

Inspection of Alphabets@Hollymoor

Hollymoor Centre, 8 Manor Park Grove, Birmingham, West Midlands B31 5ER

Inspection date: 9 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are safe, secure and happy in this nursery. They have formed close bonds with the staff who supervise them well and are attentive to their needs. The manager and staff provide children with a good foundation in their learning. Children gain a wide range of useful skills and are well-prepared for their move to school. For example, the manager places a strong focus on helping children to gain good levels of independence and staff implement this well. Children manage their personal care routines confidently and are very keen to wipe their own noses. They dress in their outdoor clothes and develop a range of life skills, such as spreading toppings on their toast at breakfast.

Children develop good social skills and learn to manage their feelings and behaviour. They enjoy involving friends and staff in their play and develop storylines together. Children decide they want to draw around themselves as they lie down on the floor and staff encourage them to work as a team. Children show consideration for each other and comfort friends who have had an accident, and are upset.

Staff support children's health well. Children learn about good hygiene routines to help limit the spread of germs. This includes washing their hands before meals, after using the toilet and wiping their nose.

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

- The provider ensures that the manager and staff have the opportunity to develop their professional skills. All staff receive valuable supervision and training. This has helped to equip the staff team with the knowledge and skills they need to continually improve. For example, an additional member of staff is currently training to support the manager as special educational needs coordinator. The provider, manager and staff work well together to reflect on their strengths, and areas for further development.
- The manager and staff are very knowledgeable about child development and the needs of the children in their care. They have clear intentions for children's development and for the learning experiences they provide. For example, some children are currently learning to use a knife and fork to eat their lunch. Children benefit from additional opportunities to practise using the knife to cut food, such as during role play and to chop fruit to make healthy kebabs.
- Children with special educational needs and/or disabilities receive good support from staff. Staff monitor children's progress closely and are quick to identify when children need additional support to meet their development milestones. They work closely with the local authority and parents to ensure that children receive targeted support.

- Overall, children are well-motivated to play and explore. There is an excited buzz of learning when children access the main learning environments. Here, they have a wealth of learning experiences that capture their interests, imaginations and challenge their thinking. For example, children thoroughly enjoy the opportunities to be passengers in a large cardboard bus they have made. They discuss their various journeys confidently. However, when children start their day at the nursery, staff do not organise the learning experiences as well as possible. During this time, children are less engaged and the opportunities for them to extend their learning are slightly limited.
- The manager and staff provide children with extensive support to help them to develop their early language skills. Staff implement an intensive intervention programme to help children to make good progress. They provide many opportunities for children to develop their listening skills, such as listening to instructions as children play 'what's the time Mr Wolf'. However, the manager's curriculum and staffs' planning are not as well-developed for children who are already achieving well with their speaking skills, to help them to build even further on what they already know and can do.
- Parent partnership working is strong. Parents and grandparents speak positively about the service provided, and the positive impact this has for their children and themselves. They appreciate the regular updates about their child's progress and the support provided to help continue children's learning at home. The manager is planning further opportunities to engage parents, such as re-introducing home visits which stopped during the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of the policies and procedures to safeguard children. They complete thorough risk assessment to help keep children safe. They understand about fire evacuation procedures and implement effective policies, such as when managing accidents and administering medication. The manager and staff know a range of signs and symptoms that may indicate that a child is at risk of harm or abuse. This includes potential risks to children when they access online material. They understand the local safeguarding partnership's reporting procedures. The provider implements robust recruitment procedures to verify the suitability of staff.

What does the setting need to do to improve?

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

- review and enhance the arrangements for children's learning experiences for the start of the day to maximise opportunities for them to be fully engaged and challenged in their learning

- extend the curriculum provision for children who are already progressing well in the communication and language to challenge them even further.

Setting details

Unique reference number	257171
Local authority	Birmingham
Inspection number	10233170
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	2 to 4
Total number of places	52
Number of children on roll	38
Name of registered person	Longbridge Childcare Strategy Group
Registered person unique reference number	RP520595
Telephone number	0121 683 1838
Date of previous inspection	13 July 2018

Information about this early years setting

Alphabets@Hollymoor registered in 1995. The nursery employs nine members of childcare staff, eight of which hold appropriate early years qualifications from level 2 to level 6. The nursery opens from 7.45am until 5pm, Monday to Friday, all year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents and grandparents shared their views of the setting with the inspector.

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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