

Inspection of Rubery Day Nursery

1 Round Saw Croft, Rubery, Rednal, BIRMINGHAM B45 9TT

Inspection date: 27 January 2023

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Daily observations of what children enjoy and can do are used well to help provide a rich and varied range of activities. For example, toddlers explore and are intrigued as they roll the balls down the various cylinders and tubing. They screech with delight and race to collect the balls. They are supported well to solve problems, share and communicate as they play. Pre-school children show high levels of engagement and clearly love learning. For example, children eagerly talk about the weather, count, recognise numbers and letters of the alphabet and link them to the sounds they make. Children show a comprehensive understanding of the effects of exercise on their bodies after completing their 'superhero' exercise session. Children are inspired by the experiences on offer, which are linked to a favourite book. For example, pre-school children repeat familiar phrases and are keen to recreate the story. Later, children race around the garden looking for numbers and the bear from the book.

Babies are equally as inquisitive. They feel safe and enjoy close relationships with staff. Babies delight in hiding and finding items in the sand and using tweezers to pick up pom-poms. Staff skilfully adapt their interactions according to each child's needs. Despite their young age, children show high levels of engagement.

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

- Good progress has been made to secure improvement since the last inspection. Any changes to the management and staff team are managed effectively to ensure consistency of practice across the nursery. The area manager now works at the nursery during this time of ongoing staff changes to help sustain the good practice achieved. Staff benefit from effective supervision sessions, coaching and training to develop and extend their teaching skills.
- The success of the nursery is clearly attributed to the strong relationships built with parents from the very start. The leadership team has a clear overview of the health and education needs of the local community. Leaders place a prime focus on promoting children's health and physical development. The educational programme is centred around giving children new experiences they may not receive at home and building on their prior knowledge and learning.
- Staff place a strong focus on supporting children with special educational needs and/or disabilities. These children benefit from individual support to help them settle and take part in the experiences provided. Staff work closely with any other professionals working with the children to provide targeted interventions, to help support children's learning.
- Staff place a clear focus on promoting children's communication and language skills during their interactions. They use a rich range of language as they play with children. However, on occasions during group activities, staff focus on the

most vocal children and do not encourage those children who are reluctant to speak. This relates in particular to children with speech and language delay and children who speak English as an additional language.

- Staff consult with parents about their children's interests and experiences at home and incorporate these in their daily planning to inspire children to learn. Staff know about children's unique family circumstances. They offer good care and guidance, and parents speak highly of the support they receive. For example, staff help parents to access additional benefits and funding and signpost them to other useful agencies.
- Working with parents to help promote children's health is a high priority. Staff teach parents and their children about the importance of good oral hygiene and healthy eating. Children benefit from healthy and nutritious meals that are freshly prepared on the premises. Staff ensure children have plenty of opportunities to be outdoors in the fresh air and increase their physical skills through an exciting and challenging outdoor area.
- The programme for understanding the world is strong in relation to offering children a rich range of meaningful experiences to learn about the natural world. Staff encourage children to be kind to each other and talk about their emotions. However, staff do not create enough opportunities for children to learn about their differences and the diverse community through providing a rich range of age-appropriate experiences.

Safeguarding

The arrangements for safeguarding are effective.

There are strong systems in place to work with local agencies that may benefit families and to help promote the welfare of children. Leaders place a high priority on sharing information with any professionals working with families to keep children safe and promote their education. Staff have a good understanding of child protection and the procedures to follow if they have a concern about a child. There are robust recruitment, vetting and induction procedures to ensure all staff are suitable. The nursery is clean, safe and suitable. Staff educate parents about the risks of the internet and the importance of reducing screen time.

What does the setting need to do to improve?

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

- develop the strategies in place to encourage children with speech and language delay and those who speak English as an additional language to increase confidence and speak during group activities
- monitor the educational programmes more rigorously to help identify areas for further development in relation to providing increased opportunities for children to learn about their differences and their local diverse community.

Setting details

Unique reference number	EY460144
Local authority	Birmingham
Inspection number	10238171
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	1 to 4
Total number of places	66
Number of children on roll	45
Name of registered person	Rubery Day Nursery Ltd
Registered person unique reference number	RP532421
Telephone number	0121 453 3368
Date of previous inspection	4 April 2022

Information about this early years setting

Rubery Day Nursery registered in 2013 and is situated in Rubery, Birmingham. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 11 members of childcare staff. Of these, one holds qualified teacher status, one holds an early years qualification at level 6, one holds a qualification at level 5, six hold a qualification at level 3, one holds a qualification at level 2 and one is unqualified.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the area manager completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning
- The inspector carried out two joint observations with the area manager.
- The inspector held a meeting with the provider and the area manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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