

Inspection of Robins Nest Nursery

Robins Nest Nursery, New Street, Rushall, Walsall WS4 1NW

Inspection date: 13 March 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	Requires improvement
--	----------------------

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the nursery and settle quickly into their play and learning. Babies benefit from the nurturing care and attention from staff with whom they have formed close bonds. Pre-school children are very sociable and warmly welcome visitors into their room. All children, including those with special educational needs and/or disabilities (SEND), are all well supported for their future learning and school.

The managers and staff place a strong emphasis on helping children to develop inquiring minds, to make new discoveries and solve problems for themselves. Two-year-old children investigate what happens to ice as it warms up and notice that it melts. They concentrate as they scoop jelly into various containers. Pre-school children explore how sweets release their colours when water is added to them. They talk about the colourful patterns created.

Staff support children's emotional security well and help them to develop a sense of belonging. Babies are fascinated with their reflection in the mirrors. They enjoy seeing pictures of their families and their homes in their play environment. Staff fully support children's needs and routines from home. They are flexible with routines, so that babies and young children can eat and sleep at times that suit them best.

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

- The managers and staff have taken effective action to successfully raise the quality of the service they provide. This has had a positive impact on children's experiences at the nursery. The managers monitor staff practice well and provide them with effective supervision, coaching and training. Recent training has helped staff to improve their interactions with children to ensure they engage well in their learning.
- Overall, parent partnerships are good. Parents say that the service provided is 'amazing' and how they love to see the joy on their children's faces when they collect them. Staff provide children with information about children's day. Parents of children with SEND receive thorough communication and support regarding their child's progress. However, staff working with older children do not provide comprehensive information to parents about their children's current learning targets. This means that staff do not fully support all parents with their child's learning at home.
- The managers have designed an effective curriculum that reflects the needs of the children who attend the nursery. For example, due to the impact that the COVID-19 pandemic has had on children's experiences, they place a strong focus on supporting children's communication and language skills as well as their

personal development. However, the curriculum for older children is not as well developed to precisely identify the skills and knowledge that children need to gain to build on their previous learning.

- The special educational needs coordinator provides staff with strong leadership and guidance to ensure that children with SEND are fully supported to work towards their development milestones. She monitors children's progress closely and works well with outside agencies to provide children with targeted support. Staff implement the targeted support skilfully. For example, children enjoy their focused daily one-to-one interventions with their key person.
- Staff support children's behaviour consistently across the nursery. Children behave well and understand the staff's expectations of them. Babies are familiar with the changes throughout the day and help with moving chairs in preparation for lunch. Pre-school children explain how they receive a raffle ticket when they have been helpful and followed the rules, such as tidying up.
- Children progress well with their communication skills. Staff provide them with good language models and skilfully use opportunities that arise to extend children's vocabulary. Babies learn words to label objects around them and actions, such as push and pull. Pre-school children join in with repeated refrains from familiar books.
- Staff plan well for children's physical development, particularly for the younger children. Babies access a well-planned learning environment that encourages them to stand, kneel and crouch. Two-year-old children concentrate as they use long tweezers to carefully transport pasta between containers that have narrow openings.
- The managers ensure that staff implement effective cleaning routines to support children's good health and help to stop the spread of infection. Children learn about the importance of regular handwashing.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff complete effective risk assessment to minimise risks to children. This includes implementing effective procedures for administering medication and to check that children are safe when they sleep. Staff supervise children closely as they play. The managers and staff have a good understanding of safeguarding children. They know potential signs and symptoms that may indicate that a child is at risk of harm and how to report these. This includes monitoring children's attendance and concerns related to the 'Prevent' duty. Staff understand their duty to report concerns about the conduct of a colleague. The managers complete thorough recruitment checks to verify the suitability of new staff.

What does the setting need to do to improve?

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

- increase the information provided to parents of older children about their learning targets to further support their development at home
- enhance the curriculum for older children, so this is fully ambitious and supports staff even further in their planning for children's learning.

Setting details

Unique reference number	2568515
Local authority	Walsall
Inspection number	10242548
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	50
Number of children on roll	109
Name of registered person	The Gables Walsall Limited
Registered person unique reference number	2568514
Telephone number	01922637777
Date of previous inspection	21 April 2022

Information about this early years setting

Robins Nest Nursery registered in 2020. The nursery employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 viewed the provision and discussed the safety and suitability of the premises.
- One of the managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023