

Inspection of Deykin Avenue Community Nursery

Deykin Avenue Junior & Infant School, Deykin Avenue, BIRMINGHAM B6 7BU

Inspection date: 21 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Staff at this small, well-resourced setting are determined to give every child the best possible start. They know every child very well and work closely with families to address any concerns and sort out any problems they may have.

Children benefit from valuable play and learning experiences. They are motivated to play, explore and make new discoveries. For example, children show amazement as they discover that magnets can pick things up and move them. They share their discovery with each other as they see what else they can do with the magnets. Staff ask the children questions, such as 'How many can we see?', as children look at a number of objects. They model how to count and encourage children to join in. Children also learn to sort objects and identify numerals. This helps them to develop their early mathematical knowledge and understanding.

There are clear expectations for good behaviour. Good manners are insisted upon. These are modelled consistently by staff. Children follow the rules of the setting. They know this helps them to play safely. Children are polite and well behaved. The very few minor disagreements are dealt with swiftly, quietly and positively.

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

- Children are encouraged to express their thoughts and use new words. They engage in dialogue with staff and each other. Children talk about things they have done at home. Staff model language well. Children learn new words rapidly. For example, they talk about 'scales' and 'fins' as they read a story about fish. This broadens children's vocabulary and helps them to become confident communicators.
- Children enjoy choosing from the vast selection of books available to them. They look at books independently, as well as sharing stories with their peers and staff. Staff spend time modelling how to use books. They talk about the pictures and words on the page. Staff ask children questions about the books they are reading, such as 'What can you see?' Children learn to handle books appropriately, and they know that in English, the text goes from left to right.
- Staff plan focused activities based on previous learning and children's current interests. They know the children well, but they do not always adapt their teaching successfully to challenge children sufficiently. This does not fully enable all children to learn effectively and make rapid progress. Children do not have enough opportunity to make predictions, test their ideas or explore through trial and error.
- Children have plenty of opportunity to learn about the wider community. Through meaningful activities, discussions and stories, they explore festivals such as Eid, Christmas and Diwali. Children learn that all people are different.

The resources available to children represent the diversity of the setting and wider community. Children discuss and begin to develop an understanding of their own uniqueness. They learn about respect and acceptance of others.

- Children are offered a healthy breakfast on arrival. They bring their own healthy packed lunches from home each day. Children learn about ways to keep themselves healthy, such as brushing their teeth and washing their hands.
- Since the last inspection, managers have developed the ways in which staff identify areas for professional development. Staff benefit from regular appraisals. Targeted training is sought to enhance staff's knowledge and understanding, ensuring that they are well equipped to meet the needs of the children. Managers have also developed the ways they gain information about children before they start. Parents complete questionnaires and are invited to attend meetings. This helps to establish children's starting points and enables staff to support their ongoing progress more effectively.
- Parents are very happy. They say they receive regular updates about their children's progress and that staff are supportive. They say that children have made lots of progress since being at nursery. Parents comment that the setting is fully inclusive and like another family.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is of paramount importance. The safeguarding policy is implemented effectively. Staff understand their role with regard to keeping children safe. They can identify some of the possible signs and indicators of abuse and know what to do, including who to contact locally, if there are concerns for a child's safety. Staff hold current paediatric first-aid certificates and know how to deal effectively with accidents and injuries. Staff conduct regular checks on the indoor and outdoor environments for potential hazards, which enables children to continue to play safely. The systems for recruiting and ensuring staff suitability are rigorous and robust.

What does the setting need to do to improve?

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

- use knowledge of children even more effectively to ensure that adult-led activities are suitably challenging according to children's individual stages of development so that all children are able to extend their understanding and continue to make the best possible progress
- consider how activities offered could provide even more opportunities for children to further develop learning resilience by making predictions, testing their ideas or exploring through trial and error.

Setting details

Unique reference number	EY456120
Local authority	Birmingham
Inspection number	10276470
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	32
Number of children on roll	16
Name of registered person	Deykin Avenue Nursery Committee
Registered person unique reference number	RP532153
Telephone number	01214644461 07513577435
Date of previous inspection	18 July 2017

Information about this early years setting

Deykin Avenue Community Nursery registered in 2013 and is in Birmingham. The provider employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3 or above, including the manager, who holds a level 6 qualification. The nursery opens on Mondays and Tuesdays, from 8.30am until 2.30pm, and on Wednesday, from 8.30am until 11.30pm, during term time only. The nursery receives funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector

Sarah Dukes

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 manager and the inspector had a learning walk together to discuss the intention for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and the children.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' views about the setting.

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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