

Inspection of Pride & Joy Childcare

16 Station Road, Birmingham B47 6AA

Inspection date: 22 March 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children receive excellent care and education in this nurturing environment. They happily enter the setting, warmly greeted by their key persons. The familiar routine ensures that children know what is happening next. This all helps children to feel safe and secure. The curriculum is meticulously planned and builds on what children already know and can do. Children show increasingly high levels of engagement across the age groups. They confidently join in with a range of activities that follow their interests and motivate them to learn.

Children's behaviour is exemplary. Children use good manners and are respectful to staff and their peers. Staff support them by consistently modelling the setting's rules. They sensitively remind children to use kind hands, walking feet, listening ears, looking eyes and to be kind and respectful to each other. Staff use positive reinforcement, praise and rewards to promote these behaviours.

Staff support children to develop their communication, language and early literacy skills. Babies happily join in with music sessions. They follow instructions, copy actions, clap hands and shake maracas as they move to the music. Staff encourage two-year-old children to use their listening ears as they engage with songs and stories. Pre-school children show sustained concentration as they participate in early phonics songs and activities. They confidently identify the initial sounds in their own names and other familiar words, such as daddy and nanny. This leads to children proudly talking about their families.

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

- Children develop a love of reading. Even the youngest babies choose to look at books independently. They turn pages carefully and babble as they look at the pictures. Staff share stories and cuddles with babies, and there are animated, interactive story time sessions for older children. Children borrow books from the setting's library to enjoy at home. They enthusiastically talk about their favourite books. They describe characters in familiar stories, recalling a bear with a wet, shiny nose.
- Parent partnerships and key-person relationships are exceptionally strong. This ensures that staff know children's individual starting points, interests and needs. Staff support families and children to cope with changes in their lives. They provide advice for toilet training and the arrival of new babies. Staff plan activities and play alongside children to promote positive relationships with new siblings. They model how to be kind and gentle as children play with dolls during role play.
- Staff support children's emotional development. Key persons respond kindly to babies when they put their arms up and ask for cuddles. Pictures prompt older

children to express how they feel. Staff teach children the language of emotions and support them to learn how to regulate their feelings. Children talk about their fears and what makes them happy, sad and angry.

- Staff encourage children to grow in independence. Babies feed themselves and climb steps, with support, to have their nappies changed. Older children self-serve their own lunch and carry their food back to the table. All children help to care for the environment and help to tidy up. Children learn to be increasingly independent in their personal care and dressing skills, which helps prepare them for their next developmental stage.
- Parents describe the care and education their children receive as exceptional. They describe staff as like extended family who always find time to talk, reassure, support and offer advice. Parents talk about how their children have blossomed since joining the setting, describing how they are thriving academically and socially. Staff keep parents fully informed of their children's learning. Parents feel listened to and valued. Staff encourage them to share children's home learning, as well as any concerns they have about their children's development. This information, along with staff assessments, is used to plan children's next steps in development.
- Parents talk about how staff embrace diversity. Staff encourage children to learn about other lifestyles, cultures and celebrate differences. Children learn about a different country each month and share stories and pictures. A recent topic about Turkey enabled older children to think about how people who lost homes in the earthquake must feel. They look at similarities and differences in their own lives and join in with various celebrations, including Hanukkah, Eid, Easter, Christmas and Diwali.
- Staff share monthly assessments of children's development with leaders and parents. Leaders and staff identify and monitor any delays and put support in place to bridge gaps in learning. Children with identified special educational needs and/or disabilities (SEND) receive targeted support from the special educational needs and disabilities coordinator (SENDCo). The SENDCo works proactively with external agencies to access advice and funding to ensure children receive the support they need. Individual developmental targets are reviewed regularly with parents and other professionals to maximise children's learning.
- Leaders and staff recognise the impact that the COVID-19 pandemic has had on young children's development. They seize opportunities to bridge the gaps and broaden children's experiences. For example, following children's interest in farms, leaders arranged for children to observe chicks hatching in the setting. Staff taught children how to care for the chicks, encouraging them to be kind and gentle.
- Leaders are passionate about the care and education they provide and continually strive to improve further. They employ a dedicated staff team, which shares this ethos. They continually reflect, both individually and as a team, to improve outcomes for children. Staff report high levels of support and a good work-life balance. This is reflected in the low staff turnover that parents speak positively of and provides continuity of care and support for children and families. Leaders have ambitious plans. For example, they intend to further

develop their outdoor provision to provide more space for children to explore nature.

Safeguarding

The arrangements for safeguarding are effective.

The setting is safe and secure. Resources are age-appropriate and in good condition. Leaders and staff complete risk assessments to minimise risks. Ratios and staff deployment ensure that children are safely supervised. Leaders follow safe recruitment procedures to ensure that all staff are suitable to work with children. Thorough induction systems ensure that staff are aware of all policies, procedures and updates. Leaders complete regular supervision meetings with staff to ensure their ongoing suitability to work with children. All staff have an in-depth understanding of the signs of abuse, including 'Prevent' duty, county lines and female genital mutilation. They know the procedures to follow if they have any concerns.

Setting details

Unique reference number	EY470367
Local authority	Worcestershire
Inspection number	10279940
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	60
Name of registered person	Pride & Joy Childcare Ltd
Registered person unique reference number	RP533147
Telephone number	01564829600
Date of previous inspection	4 August 2017

Information about this early years setting

Pride and Joy Childcare registered in 2013. It is located in Wythall, on the outskirts of Birmingham. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to level 6. The nursery operates all year around. Sessions are available Monday to Friday, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Wilcox

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 nominated individual and 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.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- The SENDCo spoke to the inspector about how they support children with SEND.
- 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 joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at 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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