

Inspection of The Enchanted Rose Garden Nursery And Pre-School

60-64 Northfield Road, Kings Norton, Birmingham B30 1JH

Inspection date: 11 April 2023

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|------------------------------|-------------|
| Overall effectiveness | Good |
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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 clearly enjoy their time in this warm and welcoming nursery and demonstrate a real sense of belonging. They learn to be independent. Babies explore and investigate toys and resources that staff ensure are easily accessible. Two-year-old children learn to put on their own shoes. Children enjoy carrying out tasks staff allocate to them. For example, pre-school children lay the table at lunch time and serve their own meals. Children are respectful and develop early friendships. They use good manners. Children play well together, encouraging others to join in. They work as a team as they design and build an obstacle course outdoors, using a variety of resources, including logs, crates and planks of wood.

Throughout the nursery children learn to count, recognise numbers and name shapes. Children in the pre-school learn to recognise and write letters of their name. All children, including those children with special educational needs and/or disabilities (SEND) and those with English as an additional language make good progress in their learning and development from their individual starting points. Children enjoy their learning. They are inquisitive learners who are confident to make choices and follow their interests.

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

- Managers have made significant improvements since the last inspection and have addressed the actions raised. Staff receive regular supervision and training to help them to provide good quality teaching. With support from the local authority early years advisor, managers have devised an ambitious and well-sequenced curriculum that helps to continually build on children's existing knowledge and prepare children for the next stage in their learning, including their eventual move on to school.
- The management team and staff have high expectations for what children can achieve. The manager monitors children's progress closely, to ensure that children make good progress from their starting points; where there are gaps in children's learning, appropriate support is promptly put in place.
- Support for children with SEND is strong. The special educational needs coordinator (SENCo) ensures that individual targeted plans are in place. Managers work in partnership with parents and outside agencies to meet children's individual needs.
- Staff provide an array of exciting activities and experiences indoors and outdoors. However, planning of activities in the room for two-year-old children, is not always linked precisely to children's learning needs or their level of understanding, and so at times staff miss opportunities to extend their learning. Additionally, on occasion, the enthusiastic staff overly direct activities and do not enable children to complete them freely. This reduces the opportunities for

children to develop their creativity, ideas and ways of doing things.

- Staff promote children's mathematical development effectively. For example, as children lay the table for lunch, staff ask them how many more plates they need. As children eagerly dig for worms in the garden staff encourage them to count the number of worms and compare their sizes.
- Children are articulate speakers. They confidently talk about the 'dinosaur fossils' they find as they dig in the nursery garden. Children discuss different planets, 'fireballs' and 'shooting stars' that 'fall from the sky'.
- Children are provided with plenty of opportunities to develop their physical skills. Outdoors children run, climb and balance. They develop their small muscles as they manipulate dough, and learn to use small tweezers and scissors.
- Children demonstrate their understanding of the high expectations staff have of their behaviour. Children are thoughtful and kind. They stand back to enable others to go before them as they leave the playground to go indoors. Children praise each other's achievements with enthusiasm.
- Children who are learning English as an additional language are supported well. Staff obtain keywords in the children's home language from parents and find out how these are pronounced. Staff talk to children as they play, using language directly connected to their actions. Children quickly learn the routines, such as 'tidy-up time' and know that putting on coats precedes time outdoors.
- Staff promote children's language development well. They support children to develop a keen interest in books. Outdoors they encourage children to act out familiar stories. Children benefit from learning songs and rhymes. In the baby room, staff respond promptly to verbal and non-verbal communication. This helps children to learn that their communications are important and valued.
- Parents are highly complimentary about the staff and the care they provide. They comment on the regular information they receive about their children's progress and how staff provide ideas and suggestions to support home learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of the possible signs and symptoms of abuse. They know the different agencies to contact in the event of a concern about a child's welfare. There are robust recruitment procedures in place to help to ensure that staff are suitable to work with children. Staff are aware of children with known food allergies and preferences, and effective procedures are in place to help to keep children safe. Staff carry out daily checks to help to identify any possible hazards. This helps to ensure that the environment is safe for children to play in.

What does the setting need to do to improve?

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

- support staff to consistently focus planning of activities more precisely on what children need to learn next and to take account of children's level of understanding
- help staff to know when to step back during adult-led and child-initiated activities to enable children to develop their own ideas, creativity and ways of doing things.

Setting details

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| Unique reference number | 2536382 |
| Local authority | Birmingham |
| Inspection number | 10244072 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 90 |
| Number of children on roll | 89 |
| Name of registered person | Rennie, Samantha |
| Registered person unique reference number | 2536381 |
| Telephone number | 01217378414 |
| Date of previous inspection | 11 May 2022 |

Information about this early years setting

The Enchanted Rose Garden Nursery And Pre-School registered in 2019. It is located in Kings Norton, Birmingham. The nursery is open from 7.30am until 6pm, Monday to Friday, for 51 weeks per year. There are 19 members of childcare staff employed. Of these, two hold a qualified teacher status, and 10 hold appropriate qualifications at level 2 to level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk to gather information about how the provision and curriculum are organised. The manager carried out a number of joint observations with the inspector to evaluate the impact of teaching on children's learning.
- The inspector observed the quality of teaching to assess the impact of this on children's learning.
- Parents spoke to the inspector and gave their views of the nursery.
- The inspector held meetings with both nursery owners, the nursery manager and the SENCo. The inspector spoke to staff and children at appropriate times throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.

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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