

Inspection of Cotton Tails Too

14 Leach Green Lane, Rednal, BIRMINGHAM B45 9BL

Inspection date: 6 April 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and are eager to explore the nursery. They leave their parents with confidence ready to start their day. Staff greet children with a warm and friendly welcome upon their arrival. Children are provided with plenty of cuddles, comfort and reassurance, which helps children to feel safe and secure. Staff know and understand children extremely well, which is reflected in the close bonds children have with staff.

Children are excited by the broad, challenging and inspiring curriculum, which is based around children's interests and development. Staff plan a wide variety of activities based on themes and what they know about children's progress. Staff support children to be confident learners, and offer children plenty of praise and encouragement during their play. For example, staff skilfully engage children as they learn about seeds. They show children different fruit and vegetables and talk to children about where the seeds come from. They praise children when they cut the produce open, and encourage them to count the seeds. This helps to boost their self-esteem and confidence.

Staff sensitively reinforce positive behaviour, using age-appropriate strategies for each age range. They have high expectations of all children. Younger children are nurtured well and make good progress in all aspects of their development. Older children are naturally curious and enjoy learning about spring. They are extremely well prepared for school.

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

- Leadership and management are strong. The manager has a clear vision for the nursery and has high expectations for all children to make the best possible progress. She is passionate and highly committed to children's learning. The manager is reflective and has helped staff to develop a curriculum that benefits all children in their development. For example, leaders work with staff to ensure that planning and assessment systems are fully effective.
- Leaders are fully aware of the impact of the COVID-19 pandemic. They have identified that children's communication and language development have been impacted. Staff provide many opportunities for children to develop language and communication skills. For example, staff place a strong emphasis on reading with children. They involve parents in this, which helps to enhance children's communication skills.
- Children's health and well-being are given high priority. Children learn about healthy practices through routine tasks such as handwashing before meals and after using the toilet. The manager ensures that all children's physical development is enriched and supported by a sport initiative. Children have

plenty of opportunities to get fresh air and exercise outdoors in all weathers.

- Children eat healthy, nutritious, meals and snacks. They are encouraged to make healthy food choices with staff guidance. Older children have opportunities at mealtimes to be fully independent. However, some of these opportunities are not given to the younger children to support their emerging independence skills.
- Staff promote equality and celebrate different festivals and celebrations. Children with special educational needs and/or disabilities (SEND) are fully included. Staff provide appropriate interventions and seek support to help children to develop. As a result, children with SEND make good progress. Staff use effective strategies to support children's positive behaviour. This is reinforced by all staff and suited to children's development.
- The key-person system is effective. Staff have sound knowledge of children and work well to ensure they reach their next steps in learning. Those working with younger children understand that they enjoy lots of creative activities and sensory play. However, although staff recognise younger children maintain attention for shorter periods, they do not always fully support them to build on their interests during group-time sessions as well as they could.
- Partnerships with parents are strong. Parents comment passionately about the 'family feel' at this nursery. All parents, including those who have children with SEND, comment that they are fully informed about their children's progress. Parents state that communication is highly effective, both in person and on the online app. They feel valued by the manager and staff, and enjoy attending a variety of parent events.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have effective knowledge of safeguarding. Staff understand the procedures to follow in the event of a concern about a child or an allegation made against an adult working with children. The manager ensures that staff maintain their strong knowledge through regular safeguarding training updates. Staff understand the indicators of abuse. They have a good awareness of female genital mutilation, extremism and radicalisation. The manager has robust recruitment systems in place. This ensures that staff are suitable to work with children. All nursery environments are risk assessed regularly. Leaders ensure that any hazards are minimised, accidents are monitored and staff deployment is effective.

What does the setting need to do to improve?

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

- maximise opportunities for all children to develop their independence skills even further, such as enabling them to help prepare and serve their own meals and

snacks

- further build on staff's teaching during group sessions so that younger children engage and maintain high levels of interest more consistently.

Setting details

Unique reference number	507648
Local authority	Birmingham
Inspection number	10280735
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	49
Number of children on roll	59
Name of registered person	Cotton Tails Nurseries Limited
Registered person unique reference number	RP908035
Telephone number	0121 453 3000
Date of previous inspection	8 August 2017

Information about this early years setting

Cotton Tails Too Nursery registered in 2001 and is located in the Rednal area of Birmingham. The nursery opens Monday to Friday, all year round. Sessions are available from 7.30am to 6pm. The nursery employs 17 members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

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 setting.
- The manager and inspector completed a tour of the provision together and discussed the organisation of the nursery and curriculum provided.
- The inspector observed the quality of teaching throughout the inspection. Joint evaluations of the quality of teaching took place between the manager and the inspector.
- The inspector observed staff interactions with the children during daily activities and the inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with leaders to discuss leadership and management arrangements.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

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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