

Inspection of New Life Nursery School

80 High Street, Kings Heath, Birmingham, West Midlands B14 7JZ

Inspection date: 19 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in this lively, welcoming nursery. They are keen to join their friends and get involved in interesting activities. The space and resources have been planned well to inspire children to explore and investigate. Information about children's interests and learning preferences is gathered from parents. Staff use this to effectively engage children as active learners.

Staff develop close and nurturing relationships with the children. A highly effective induction process ensures that children's emotional needs are respected. This supports them to separate confidently from their parents. Children are happy on arrival at the nursery and they demonstrate feelings of safety and security as they are warmly welcomed by staff.

Children delight in playing outdoors in the large garden. They show a sense of adventure and experience thrilling play as they use a range of wheeled toys. Children have the opportunity to play cooperatively on two-person vehicles. They also skilfully ride at speed on balance bicycles and scooters. They develop their skill in stopping, starting and manoeuvring around obstacles. Staff support children to identify and manage risks to ensure the safety of themselves and others. For example, children know to walk around the large play equipment using the path to avoid collisions with the swing.

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

- The leader focuses on helping to close gaps in children's learning caused by the COVID-19 pandemic. This includes promoting children's communication and language skills. Staff use a range of assessments to help identify any concerns. Exciting and well-resourced home activity packs have been developed to further involve parents and build on opportunities for children's learning.
- The curriculum is clear and effectively embedded across the nursery. The leader has exceptional knowledge of child development and supports the staff team to effectively build on what children know and can already do. Leaders have a clear overview of children's starting points and lived experiences. They use this to further extend children's skills, knowledge and attitudes to prepare them for life in modern Britain.
- Staff use their carefully considered observations of children to plan for their individual learning. They skilfully identify clear next steps and use responsive planning to support children to make strong progress and reach their potential.
- Communication is well supported throughout the setting, as staff use visual aids, books and simple signs to support language development. Carefully planned intervention sessions further extend children's speech and language skills.
- Children's physical skills are promoted throughout the provision. They use large

climbing equipment both indoors and outdoors. Opportunities to paint using water and large brushes on a wall further supports the development of the large muscles in their shoulders, elbows and wrists needed for early writing. Children competently carry buckets of water from the sink to their play.

- At snack time children use the picture board to look at what fruit and drinks are on offer and then make their choice. Staff use this selection opportunity to reinforce the names and descriptions of fruit. For example, they tell children that the apple is crunchy and the melon is juicy. However, when children move to the long snack table staff do not effectively model or support them to interact socially. Therefore, some children sit on their own with little or no interaction from adults or their peers during this time.
- Staff offer consistent and gentle messages to children to develop their understanding of right from wrong. They encourage children to think about the impact of their actions on others. Staff model kindness and respectful communication to children who are developing their awareness of their feelings and emotions. Children respond positively to staff and they promptly follow instructions for self-care routines, such as washing hands before meal times.
- Parents comment on the warm relationships that their children develop with the nurturing staff team. They are thrilled with the individual attention that their children receive and the positive impact this has on their learning and development. Parents are delighted with the wide range of exciting opportunities that their children become engaged in. They appreciate the regular communication that they receive and comment on how well informed they feel about their child's development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of all aspects of safeguarding. They are confident about recognising the possible signs that a child may be at risk and how to report concerns about children's welfare. They understand the procedures for accidents and injuries well. Staff ensure that children are supervised and risk assessments are carried out to ensure that the indoor and outdoor environments are suitable. Children are supported effectively by staff to develop an awareness of their own safety. All staff hold a paediatric first-aid qualification. This means there is always someone available to deal with accidents.

What does the setting need to do to improve?

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

- reflect on the seating arrangements and the engagement of staff at snack and mealtimes in order to enhance the opportunities for children to further develop their social interaction skills.

Setting details

Unique reference number	EY445025
Local authority	Birmingham
Inspection number	10263249
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	2 to 4
Total number of places	24
Number of children on roll	33
Name of registered person	New Life Baptist Church Kings Heath Committee
Registered person unique reference number	RP531517
Telephone number	0121 444 1230
Date of previous inspection	25 April 2017

Information about this early years setting

New Life Nursery School registered in 2012. The provider employs four members of childcare staff. Of these, two hold qualified teacher status, one member of staff is trained to level 6 and one to level 3. The manager holds qualified teacher status. The nursery opens from Monday to Friday, during term time only. Sessions are from 8.45am to 11.45am and from 11.45am to 2.45pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Gadsby

Inspection activities

- This was the first routine inspection the nursery 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 learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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