

# Inspection of Green Garden Community Nursery

Greets Green Resource Centre, Harwood Street, West Bromwich, Staffordshire B70 9JF

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Inspection date: 26 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy the time they spend with the staff at the nursery. They have formed close bonds with staff and enjoy involving them in their play. Children are happy and safe. They have respect for each other, staff and the learning environment. For example, children tell staff when they notice pen marks on a table. Staff have high expectations for children's behaviour and children understand the rules and boundaries. They behave well and enjoy the positive praise that staff provide them for their achievements, such as good sharing.

Children thoroughly enjoy sharing books and staff help them to develop their understanding of the characters and events in a story. Children eagerly explore sensory materials that represent the scenes from their favourite book. They develop their understanding of the meaning of words, such as 'under', 'over' and 'through'. Children confidently share their ideas about the story.

Children make good progress and gain a wide range of useful skills and knowledge. They concentrate as they sort toy animals into sizes and explain that they are 'big, middle and small'. Children make links with their own experiences and recreate familiar roles. For example, they pretend they are doctors and know how to use a stethoscope. They talk about the spicy food they cook during role play.

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

- The manager has taken positive steps to address the actions raised at the last inspection. She has worked closely with the local authority to provide staff with training to improve their knowledge and skills. This has been particularly effective in improving the curriculum for children's language development.
- The manager and staff reflect well on their practice. Staff receive effective supervision and support. The manager sets useful targets to help staff focus precisely on improving their practice. She nurtures and guides staff who are apprentices, as they work towards achieving an early years qualification.
- The manager has improved the curriculum to identify the knowledge and skills the children need to develop over time. Children benefit from a wide range of opportunities to be physically active. They enjoy jumping on a trampoline, riding bikes and playing ball games. They concentrate as they use scissors. However, the curriculum for children's physical development does not precisely sequence the skills that children need to gain to help them to make even better progress.
- The manager and staff monitor children's progress successfully and take swift action to involve outside agencies, to support children with special educational needs and/or disabilities.
- Parent partnerships are good. Staff work closely with parents to find out about children's achievements and interests at home, so they can plan learning

experiences that reflect children's current needs. Parents appreciate the daily feedback that staff provide about their child's learning.

- Children are well motivated to learn and make confident choices about what they want to play with. Staff plan their adult-led activities to meet children's individual learning targets successfully. However, staff do not yet enhance all areas of the learning environment as well as possible, so that children benefit consistently from opportunities to use their critical-thinking skills.
- Staff support children's communication and language development skilfully. Children receive targeted support that is well matched to their stage of development. Two-year-old children name animals, as they remove them from a bag and explore the sounds they make. Older children show control as they listen to what their friends say and respond with their own ideas. Children make good progress in their communication and language skills, which has also benefitted the progress they make in managing their feelings and behaviour.
- Staff provide children with good opportunities to learn about cultures beyond their immediate experience. Children learn about the different ways that people celebrate. Staff help children to appreciate their similarities and differences.
- Staff encourage children to gain confidence in their own abilities and to manage everyday tasks for themselves. Children learn to wipe their noses, wash their hands and access the toilet independently. They put on their coats when they go outdoors. Children understand about limiting the spread of germs.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand a wide range of signs and symptoms that may indicate a child is at risk of harm. They know how to report any concerns to the relevant agencies. This includes managing allegations about the conduct of a member of staff. The manager completes thorough vetting checks to verify the suitability of staff. She ensures that all the required measures are in place to keep children safe. Staff understand about the checks the need to complete to reduce the hazards to children, including the arrangements for fire evacuation. Staff manage any accidents that children have effectively and keep parents informed.

## What does the setting need to do to improve?

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

- enhance the curriculum for children's physical development to precisely identify the sequence of skills that children need to gain to further support staff in their planning
- help staff to plan the learning environment so that children benefit from further opportunities to extend their thinking skills and to solve problems independently.

## Setting details

<b>Unique reference number</b>	2561534
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10249601
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Confederation Of Bangladeshi Organisations (cbo) Ltd
<b>Registered person unique reference number</b>	2561533
<b>Telephone number</b>	0121 500 5441
<b>Date of previous inspection</b>	8 July 2022

## Information about this early years setting

Green Garden Community Nursery registered in 2019. The nursery employs four members of childcare staff. Of these, one holds a level 6 early years qualification, two members of staff hold level 3 and one is an apprentice. The nursery opens from Monday to Friday, all year round, except for Christmas. Sessions are from 8.30am until 3.30pm. A holiday scheme during some school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Anne Dyoss

## 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Staff spoke to the inspector about their intentions for children's learning.
- 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 a joint observation of communication and language activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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