

Inspection of The Natural Childcare Company - Shirley

The Natural Childcare Co Ltd, Church Road, Shirley, Solihull, Warwickshire B90 2AX

Inspection date:

11 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children and babies are content to play and explore. They separate from their parents confidently and enjoy the company of the friendly, and nurturing staff. Children gain a range of knowledge and skills that prepare them for school. However, there are some inconsistencies in the quality of the education that the children receive, which hinders the progress that they can make. Weaknesses in the key-person system mean that children do not benefit from continuity in their learning. Some areas of the learning environment lack challenge for older children.

This said, children are motivated to play and interact with their friends and adults. Babies are confident to crawl around and make choices about what they want to play with, such as scooping dried rice with their hands or squeezing foam letters. Toddlers learn how to adapt their speed as they run up and down a slope and use spoons to fill containers with rice. Pre-school children develop story lines in their play and conversation flows freely at mealtimes.

Staff provide children with clear guidance about what is expected of them and children behave well. Pre-school children stop immediately when staff ring the bell to signal tidy up time. Children display polite manners at mealtimes and show respect for staff, visitors and their friends.

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

- Leaders have not sustained improvements since the last inspection and the quality of the nursery has declined. New staff receive an effective induction to help them to understand their role to keep children safe. Staff who work on a regular basis receive supervisions and training to extend their knowledge and skills. Due to staff absences, there are occasions when the employed cover staff make up the majority of the staff in some rooms. However, leaders do not provide the employed cover staff with supervision and support in their teaching roles.
- Each child is allocated a key person to help to build secure relationships and to plan for their learning. Overall, key persons have a clear understanding of children's needs and progress. In the absence of a child's key person, a member of the cover staff team oversees their learning for the day. However, leaders do not ensure that cover staff are provided with all the information they need to enhance children's play and extend their learning. The cover staff have a limited knowledge of the learning needs of the children they are assigned to work with. This means that children do not benefit from consistently good teaching that specifically targets their development needs.
- Effective systems are in place to ensure that children with special educational needs and/or disabilities (SEND) receive the support they need. Overall, staff

make appropriate use of their observations of children's achievements to plan for their learning. However, some of the staff's planning is not implemented promptly to precisely target all of a child's learning needs.

- Leaders have a well-planned curriculum that sets out the overarching learning aims for children as they progress through the nursery. Babies benefit from a learning environment that is well matched to their development needs. They are motivated to pull themselves to standing and kneel at low-level tables, which supports their physical strength successfully. However, staff do not organise and plan the indoor learning environment in the 'tot's room' and pre-school to reflect an ambitious curriculum. This means that children are not fully supported to build on what they already know and can do.
- Staff meet children's personal care needs effectively. They change children's nappies regularly and support older children to manage their toileting needs independently. Staff implement effective hygiene practice. Pre-school children take themselves to the toilet and know that they must wash their hands after. Babies recognise that it is time for a meal when staff move the tables. However, the current routine is not fully effective in providing children in the 'tot's room' with a smooth transition from lunch to sleep time. This leads to some children being slightly unsettled at this time.
- Parent partnership working is effective. Parents appreciate the regular updates about their child's learning via the online app. Leaders have lifted the restrictions that were in place because of the COVID-19 pandemic and have welcomed parents back into the setting. Parents appreciate that they can speak with staff when they collect their child and have positive views about the care their children receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all the required measures are in place to keep children safe. This includes maintaining adult to child ratios. Staff supervise children well and take action to minimise risks to children. They manage any accidents that children have effectively and keep parents informed. Staff hold paediatric first-aid qualifications. Leaders and staff understand 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 a member of staff. Leaders complete thorough checks on staff to verify their suitability to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve the arrangements for the ongoing supervision of the employed cover staff to support them in their roles and help them to develop their practice	11/05/2023
improve the key person system and planning so that children consistently receive quality learning experiences that reflect an ambitious curriculum and provide continuity for their learning.	11/05/2023

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

- improve the planning for the indoor learning environment to provide children with experiences that help them to build on their knowledge and skills when they move into the next room
- improve the transitions between daily routines to further support children to understand what will happen next and support their emotional security even further.

Setting details

Unique reference number	2496930
Local authority	Solihull
Inspection number	10284058
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	96
Number of children on roll	172
Name of registered person	Bright Stars Nurseries UK Limited
Registered person unique reference number	RP558337
Telephone number	01217449888
Date of previous inspection	18 August 2022

Information about this early years setting

The Natural Childcare Company - Shirley registered in 2018. It employs 36 members of childcare staff. Of these, 18 hold approved qualifications at level 3, and one at level 2. The nursery opens 7.30 am to 6pm Monday to Friday throughout the year, except for bank holidays and one week over the Christmas period. The nursery receives funding to provide free early years 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 setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- 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.
- The special educational needs coordinator 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 talked to staff at appropriate times during the inspection and took account of their views.
- 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.
- The manager and the inspector carried out a joint observation.

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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