

# Inspection of Mother Nature Childcare Ltd

Kates Hill & Sledmere Children's Centre, Selborne Road, Dudley DY2 8LJ

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Inspection date: 26 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children confidently explore the well-planned and stimulating learning environment. They show high levels of engagement and learning in their self-chosen play. Pre-school children concentrate as they practise their writing skills and use their mathematical knowledge. They add details to their drawings, such as ears and hair, and then add two more fingers when they notice that they have only drawn three. Younger children use their imagination. As they push baby dolls in prams, they explain they are taking them to the hospital.

Children thoroughly enjoy the company of the friendly and nurturing staff. Staff are well tuned to children's needs and recognise times when children need additional reassurance or are becoming tired. Staff have high expectations of children and children behave very well. They understand the daily routines and what is expected of them. Pre-school children know when it is time to tidy up and help out.

Children make full use of the opportunities to be physically active outdoors. Two-year-old children develop their balance and they negotiate a steep bank and long grass. They enjoy looking for bees and insects as they explore. Pre-school children relish the additional challenge, such as swinging from a suspended tyre.

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

- The manager has a clear vision for the future of the nursery and reflects well on practice. She has plans to extend the partnership working with parents even further, and has recently worked with staff to change the room organisation, so that these better meet children's current needs.
- The manager provides staff with a thorough induction so they understand their roles. All staff and students receive effective supervision to help them to reflect on their practice and identify where they can further develop. Staff receive some training and the manager prioritises their safeguarding knowledge. However, staff do not receive a wide range of professional development opportunities to fully support them in extending their teaching practice.
- The manager has designed a progressive curriculum that helps children to build on their knowledge and skills. For example, two-year old children benefit from opportunities to build their strength, and older children to control their movements.
- The manager has worked with staff to plan the learning environment that provides children with many opportunities to practise what they have learned. Children have positive attitudes to learning and are self-motivated.
- Children's key persons have a comprehensive knowledge of their key children. They have a strong knowledge of child development and how young children learn. The manager and staff take time to observe children to review what they

have learned. Although staff who work with children regularly in the key person's absence have a general understanding of a child's achievements, they do not have a comprehensive understanding of their learning priorities. This means that children do not receive continuity in their learning throughout the week to help them to make the best possible progress.

- Staff support children's mathematical knowledge well. Two-year-old children respond to staff as they model mathematical language and skills, such as counting. Pre-school children learn about quantity of numbers and what they represent. They learn about the number five and how many objects total five.
- The special educational needs coordinator (SENCo) is knowledgeable about the children with special educational needs and/or disabilities (SEND). She makes timely referrals so that children receive additional support from health professionals and implements personalised intervention plans. The manager makes good use of additional funding so that it benefits the children it is intended for.
- The manager and staff support children's emotional development well. They place a strong focus on helping two-year-old children to acknowledge that they have a range of feelings. Staff help pre-school children to understand how they are feeling and provide them with strategies to manage these.
- Staff support parents well. Parents speak positively about the care their children receive and are very pleased with their progress. Staff keep them well-informed about their child's achievements. Parents say that their children gain confidence and progress well with their communication and language.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a strong understanding of safeguarding children. They are alert to a wide range of signs and symptoms that may indicate a child is at risk of harm. This includes extreme beliefs and practices. They know how to report concerns about a child, including managing allegations about staff. The manager and staff are vigilant about the security of the premises, and complete effective risk assessment to ensure that unauthorised persons cannot access the areas of the shared building where children play. Staff hold current paediatric first-aid certificates. They implement effective procedures to manage accidents that children have including head injuries.

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

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

- extend opportunities for staff training, so all staff receive a wide range of professional development opportunities to enhance their knowledge and skills
- review and enhance the key-person system to allow for children's learning

priorities to be shared with other staff in a child's key person's absence.

## Setting details

<b>Unique reference number</b>	2630030
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10285875
<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>	38
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Mother Nature Childcare Ltd
<b>Registered person unique reference number</b>	2630029
<b>Telephone number</b>	01384671220
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Mother Nature Childcare Ltd registered in 2021. The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, four hold qualifications at level 5 and four hold qualifications at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 12 midday and 12.30pm until 3.30pm. The nursery also provides wrap-around care, from 8am until 9am. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Anne Dyoss

## 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 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.
- Children interacted with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo 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 carried out joint observations 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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