

Inspection of Timbertree Neighbourhood Nursery

78 Valley Road, Cradley Heath B64 7LR

Inspection date: 24 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children appear happy during their time at the nursery. Staff are attentive to children's needs and build close relationships with them. Children seek staff out for comfort and settle quickly when they are upset. Children enjoy sitting with staff and joining in with familiar songs. They copy actions and smile as staff point to them and say their names during a greeting song. Children learn about feelings as they take emotion images out of a basket. Staff describe the feeling and children imitate the expression on the card.

Leaders place an emphasis on children's communication and language development. Children have frequent opportunities throughout their day to extend their knowledge of words. Children enjoy making play dough and talk about the ingredients they are mixing. They label the salt and flour and describe it getting hard as they mix it together. Older children learn about letter sounds and match letter symbols during a game of bingo. They choose letters from a bag and name the letter. They find the matching symbol on their bingo card and show excitement as their card begins to fill up. Staff extend children's learning and ask them to think of animals which begin with the same letter. As a result, children begin to make connections between letter sounds and words.

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

- Leaders have a good overview of how to support staff to develop their knowledge and skills. They accurately identify training needs and seek out opportunities for staff to improve their understanding of how children learn. However, leaders with responsibilities for recruitment have not prioritised their own learning with regards to safer recruitment procedures. That said, all staff currently employed have been suitably checked to ensure that they are suitable to work with children, and therefore the impact on children is minimal.
- Children enjoy opportunities to take part in a variety of learning activities. They explore different materials and develop their imagination as they imitate experiences in the role-play area. However, some adult-initiated activities do not always meet the needs of all children. Staff do not always pitch activities carefully to promote children's current level of development. Therefore, some children cannot access the learning opportunities on offer as the activities are too difficult and challenging for them.
- Children become independent. They help staff to set out places at the table at lunchtime as they collect cutlery and cups for their friends. They follow appropriate hygiene routines and wash their hands before and after eating. Older children are encouraged to use toileting facilities by themselves, and, as a result, learn to manage their own intimate care needs.
- Babies learn to move confidently. Staff have completed training which relates

specifically to the care of babies. They consider how the space is organised to enable babies to explore their environment and develop their physical skills. They have positioned furniture thoughtfully so that babies can pull themselves to a standing position and build strength in their legs.

- Children are well mannered. They learn to be respectful of others and use manners when they ask for something. Staff regularly remind children of what is expected of them and praise children for following the expected rules. Children learn to take turns and share toys. When they encounter conflict, staff support them to find a resolution and help them to understand how others feel.
- Parents talk fondly of the care their children receive. They describe the staff as friendly and approachable. Parents comment positively on the progress their children have made since attending. However, some parents comment that they are not aware of who their child's current key person is and that they do not always receive information about their child's daily experiences. This means that consistency of care is not experienced between home and nursery.
- Children with special educational needs and/or disabilities (SEND) make good progress. Staff identify any delays in children's development. They are supported by the special educational needs coordinator (SENCo) to devise appropriate plans of support. Staff include parents when deciding learning targets and making referrals to external agencies. Staff work closely with other professionals and receive further training about specific equipment children require to ensure that children receive the right support.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are aware of signs which may mean a child is at risk of abuse and know the procedures they should follow. They have attended safeguarding training and know about the 'Prevent' duty guidance and female genital mutilation. Staff and leaders know what to do if an allegation is made against a member of staff and understand the importance of sharing information with other agencies. Despite a weakness in knowledge and understanding of safer recruitment, the suitability of all staff currently employed has been appropriately checked.

What does the setting need to do to improve?

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

- review planning to ensure that learning activities meet the learning needs of all children
- strengthen communication with parents to ensure that they receive daily information about their child and know who their child's key person is
- develop knowledge and understanding of safer recruitment procedures for leaders and managers.

Setting details

Unique reference number	EY562233
Local authority	Sandwell
Inspection number	10293600
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	50
Number of children on roll	120
Name of registered person	Timbertree Neighbourhood Nursery Limited
Registered person unique reference number	RP562232
Telephone number	07931211796
Date of previous inspection	1 July 2021

Information about this early years setting

Timbertree Neighbourhood Nursery registered in 2018. The nursery employs 17 members of childcare staff. Of these, 13 hold a relevant early years qualification at level 3. The nursery opens Monday to Friday, from 7.45am to 6pm, all year round. The nursery is in receipt of funding to provide free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of 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 inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 a joint observation of a group 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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