

# Inspection of Aston University Nursery

1 Woodcock Street (entrance on Coleshill Street), BIRMINGHAM B7 4BL

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Inspection date: 13 June 2023

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<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 arrive full of enthusiasm and keen to share their news with their friends and the welcoming staff. They have built strong bonds with the staff who they rush to for a cuddle as they greet them. Children are confident and display high levels of self-esteem. Their hands shoot up as they volunteer to take turns to sing and demonstrate action songs to their friends. Children learn good social skills. For instance, a child informs another that, 'You need to wait your turn to speak; we don't talk over others.' Children are independent and enjoy the responsibility of carrying out small tasks given to them by the staff. For example, children are clearly delighted when chosen as the daily helper. They set the table for lunch, making sure everyone gets the plate, cup and cutlery they need. Children scrape their plates and stack them carefully after they have finished their meal.

Support for children with special educational needs and/or disabilities (SEND) and children with English as an additional language (EAL) is strong. Overall, all children benefit from a wide range of ambitious activities and good quality teaching. This motivates them to explore and investigate, and it supports them to make the progress they are capable of.

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

- The dedicated manager and the enthusiastic staff team have worked hard and made significant improvement since the last inspection. The curriculum is designed to support children as they move through the nursery to reach important milestones and develop the skills they need for future learning. The manager ensures that staff use information obtained from parents prior to children starting at the nursery to plan activities and experiences for each child from the outset.
- Staff implement the curriculum effectively across the nursery. They provide children with a variety of adult-led activities that build on what children need to learn next. However, at times, staff do not always extend children's learning effectively during children's self-chosen play.
- The manager deploys staff effectively to meet the needs of the children. Staff know the children well. They make regular observations and assessments and use this information to plan activities and experiences that support children's next phase of development. However, planning of activities for older children in the baby room is not always linked precisely to their learning needs, and so, on occasions, staff miss opportunities to extend older children's learning and, at times, these children become bored and disengaged.
- The manager monitors children's progress closely to enable her to identify any gaps in children's learning. She has developed effective partnerships with other professionals to help ensure that children receive the support they need.

- Staff receive regular supervision that focuses on improving staff performance and teaching practice.
- Staff manage behaviour effectively. They speak calmly to children and ensure that children have a clear understanding of what is expected of them. Staff teach children to express and manage their feelings.
- Staff provide support to children with EAL effectively. They work closely with parents to provide learning opportunities to help these children to make good progress. For example, staff gather home words from parents when children first start and use these to support children to make connections and develop their understanding of, and ability to, speak English.
- Support for children with SEND is strong. The manager acts quickly to ensure that targeted plans are in place. Activities are sensitively adapted to ensure inclusion.
- Teaching of language and communication is a priority and strength of the nursery. Staff use stories, songs and lots of conversations to help children to build and use a wide vocabulary. Children become confident talkers who use their language skills to contribute their opinions and views.
- Children enjoy plenty of time outdoors. Babies explore and crawl. Toddlers learn to use the steps on the nursery slide. Older children use pedals as they whizz around on wheeled toys.
- Parents are very happy with the nursery. They comment on the information staff provide them about their children's learning during their time in the nursery. Parents comment on the different ways staff involve them in their children's learning. For example, through parents' evenings, daily feedback and workshops. Parents talk about the ideas that staff provide to enable them to continue their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the signs and symptoms that may indicate a child is at risk of harm. Staff know when and where to refer a concern about a child in their care. Staff undertake daily checks of the premises to help identify and remove any potential hazards. This helps to ensure that the environment is safe for children to play in. Staff supervise children at all times. Robust recruitment procedures are in place. This includes doing background checks to help deem staff suitable to work with children.

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

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

- support staff to consistently promote children's learning during self-chosen play
- focus coaching and professional development to support staff to consistently

provide activities to meet the learning needs of older children in the baby room.

## Setting details

<b>Unique reference number</b>	EY495721
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10248728
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	104
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Aston University
<b>Registered person unique reference number</b>	RP526344
<b>Telephone number</b>	0121 204 4624
<b>Date of previous inspection</b>	4 July 2022

## Information about this early years setting

Aston University Nursery registered in 2015. The nursery employs 23 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Laycock

## 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 manager joined the inspector on a learning walk and talked to her about the nursery's curriculum and what she wants the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views. She spoke to children to find out about their time at the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector spoke to 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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