

Inspection of Inglenook Children's Nursery

619 Pershore Road, Selly Park, Birmingham B29 7HA

Inspection date: 30 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by friendly staff and settle quickly into their day. They demonstrate that they are happy and confident to come to nursery. Children go to staff for comfort and reassurance. Staff are kind, caring and give children continuous praise throughout the day. This helps to raise children's self-esteem and their sense of security.

Children enjoy a broad and ambitious curriculum that supports what they know and can do, and extends their learning. For example, children are curious and show good levels of engagement to learn and lead their own play. They have positive attitudes to learning and develop an understanding of celebrations to help them learn about the wider world. For instance, older children extend their understanding of the celebration of Eid. They learn about praying and explore religious objects from the Muslim culture.

Staff skilfully reinforce the importance of turn-taking from a young age. For instance, younger children learn to take turns by using song cards during circle times. They cheer with delight when it is their turn to choose a song. Children are well behaved. Visual props help to enhance children's early communication and language. Overall, children make good progress and staff help them to be ready for their next transition and school.

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

- Leadership and management are good. The owner and leader strive for excellence and have high expectations for all children. Leaders are reflective and regularly evaluate the nursery provision, prioritising areas to further improve. The leader has a secure understanding of what children need to learn and supports staff to embed children's interests and child-led learning across the curriculum.
- Staff carefully observe and assess children's development to identify how they can support their progress. Children enjoy every opportunity to learn and explore. Staff spontaneously adapt the curriculum to engage children. They use positive questioning and praise children's response to answers. However, occasionally, the delivery of adult-led activities does not always meet the planned learning intentions for the children.
- The key-person system is effective; staff know and understand children extremely well. They ensure that they obtain enough information to fully understand what children already know and can do. Children with special educational needs and/or disabilities are fully supported and included in planned activities.
- Children's health and hygiene are given high priority. Staff help children to be

fully independent when using the toilet and washing their hands. Children eat highly nutritious meals and serve themselves with confidence throughout the day. The nursery cook works with leaders to ensure that all meals and snacks are well balanced and cater for all children's dietary needs.

- Children benefit from, and enjoy, continuous access to explore outdoors. They take risks to climb and balance, learning to keep themselves safe. They enjoy water painting using their creative imaginations outdoors. However, staff have not made the best use of the outdoors to consider how to broaden the curriculum available for those children who prefer learning outdoors.
- Parent partnerships are well established. Parents express their extreme happiness in the development and progress of their children. They are well informed about what their children are learning and positively comment on the two-way flow of communication. Parents comment that they appreciate the continuous care and attention from staff that their children receive each day.
- Staff meet regularly with leaders to discuss their professional development and personal well-being. Leaders hold team meetings and training to keep staff knowledge up to date. They ensure staff access training to motivate and support them in their role.
- Staff help children to be school ready. They liaise with school teachers and arrange visits to discuss children's learning, development and progress. Staff engage children in regular discussions about starting school and reading stories. This helps to build children's confidence and prepare them for their move on to school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to protect and safeguard children. Staff are aware of the signs of abuse and know what to do if a child is at risk or in the event of raising a concern. Leaders ensure staff training is up to date and have robust recruitment systems in place. They ensure that staff are, and remain, suitable to work with children. Staff have knowledge of the 'Prevent' duty, female genital mutilation and other safeguarding issues. Leaders deploy staff well and have effective systems in place to supervise children well throughout the day. The premises are maintained to a good standard and staff ensure they regularly check and risk assess daily to minimise any hazards.

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 strengthen the delivery of planned activities to include the identified learning intentions for children
- focus curriculum planning more precisely, particularly outdoors, for those

children who prefer to learn outdoors.

Setting details

Unique reference number	2633240
Local authority	Birmingham
Inspection number	10289282
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	1 to 4
Total number of places	68
Number of children on roll	50
Name of registered person	Lowdan Holdings Limited
Registered person unique reference number	RP905803
Telephone number	0121 471 1389
Date of previous inspection	Not applicable

Information about this early years setting

Inglenook Children's Nursery registered in 2021. The nursery employs 13 childcare staff. Of these, nine hold an appropriate early years qualification at level 3, and one at level 2. The nursery opens Monday to Friday, all year round, except for bank holidays and one week at Christmas. 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

Maryanne Hepburn-Bean

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in the evaluation of the setting.
- The leader and inspector completed a tour of the setting together and discussed the organisation of the nursery and curriculum provided.
- The inspector observed the quality of teaching throughout the inspection. Joint evaluations of teaching took place between the leader and the inspector.
- The inspector observed staff interactions with the children during daily activities and the inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with leaders to discuss leadership and management arrangements.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to parents during the inspection and took account of their views.

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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