

Inspection of Little Smurfs Nursery Ltd

25 Whitmore Road, Birmingham, West Midlands B10 0NR

Inspection date: 6 July 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 are happy and settled. They leave their parents and carers eagerly at the door ready to join in with the range of activities on offer. Children smile and laugh as their hands become filled with bubbles as they wash the cars in the garden area. They enjoy mark making with paint as they use an array of brushes and sponges. Children show high levels of concentration as they play. For example, as they try to balance on the wooden beams or while attempting to use scissors. Staff use lots of praise as encouragement. This works well. Children keep on trying until they achieve their goal. They make good progress across all areas of learning.

Children have developed positive bonds with each other and with staff. They share that they like to play outside with their friends. Children have fun as they play a range of ring games together. Staff are consistent in their approach to managing children's behaviour. They gently and sensitively remind children of the rules as needed. Children respond well to staff's instructions. They behave well. Staff actively share key information with other settings children are due to attend. This helps to ensure that children receive consistency in their care and/or learning.

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

- The curriculum covers all areas of learning. Leaders place focus on children's communication and language development. Staff share a range of stories to the children. They speak very clearly. Older children are confident communicators.
- Staff make use of the information they gain from parents when children first start, to find out what they already know and can do. They also complete their own observations and assessments to help them monitor the progress that children make. However, at times, staff do not place enough focus on what children need to learn next and provide them with sufficient challenge as they play.
- Leaders are quick to identify where there may be concerns about a child's development. They make appropriate referrals for support and attend the required meetings to gain further support and share information with other professionals. However, leaders do not ensure that a child's key person receives this information swiftly enough to enable children with special educational needs and/or disabilities (SEND) to fully thrive at the setting.
- Staff speak positively about the support they receive from leaders. They share that the manager is on hand to help them with any queries or concerns they have. Leaders use supervision as a method to identify some of the training and support needed for staff. However, there is scope to improve the arrangements for monitoring staff practice to enhance the overall effectiveness of this and the quality of teaching children receive.
- Parents and carers could not speak more highly of the setting. They share that

they can see the progress their child is making in their development and in their overall confidence. Staff use a wide range of methods to keep parents fully informed of their child's learning. They also provide parents with a range of activities they can use to continue the child's learning at home.

- Leaders place focus on children's personal development. Settling-in sessions are tailored to meet each child's needs. Staff also follow children's individual care routines throughout the day. They immediately respond to children when they become upset, hungry or tired or require changing. This approach supports children to build positive bonds with the staff.
- Leaders are keen for children to learn what makes them unique. Staff use a range of opportunities for children to learn about themselves and others. They actively talk to the children about their similarities and differences. Consequently, children are respectful towards one another.
- Staff provide the children with a range of balanced and healthy meals. They also provide the children with lots of opportunities to be physically active. Staff support children to wash their hands and clean their noses. This supports children to start to understand how they can live healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

Leaders check the identity of anyone who comes into the setting. No visitors are left unsupervised. Leaders take steps to meet the correct child-to-staff ratio requirements. Staff carry out comprehensive risk assessments. Leaders also ensure that the setting is maintained effectively. Consequently, the setting is safe, secure and suitable. Staff recognise a wide range of abuse. This includes, county lines, grooming and the 'Prevent' duty. Staff understand the action to take if concerned about a child's safety. They also know the procedures to follow if concerns are raised about a staff's suitability. Recruitment procedures are robust to check staff's suitability 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:

- focus the planning of learning experiences to ensure children are sufficiently challenged in their play and to build on what they already know and can do
- ensure that information from other professionals is shared swiftly with key persons to enable staff to provide the right support that children with SEND require to make the full progress they are capable of
- build further on the monitoring of staff practice to help identify and improve the overall effectiveness of staff and the quality of teaching that children receive.

Setting details

Unique reference number	2589582
Local authority	Birmingham
Inspection number	10298993
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	2 to 4
Total number of places	75
Number of children on roll	45
Name of registered person	Little Smurfs Nursery Limited
Registered person unique reference number	2589583
Telephone number	01215824123
Date of previous inspection	1 April 2022

Information about this early years setting

Little Smurfs Nursery Ltd re-registered in 2020. The provider employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or 6. The nursery opens from Monday to Friday during term time only. Sessions are from 8.30am to 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- This inspection was carried out as a result of a risk assessment, following information received about the setting.
- The inspector viewed the setting and discussed the safety and suitability of it.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff, children, parents and carers during the inspection and took account of their views.
- 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 manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023