

# Inspection of Grove Community Project

21 Arthur Road, Handsworth, Birmingham, West Midlands B21 9HY

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Inspection date: 11 July 2023

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

### **The provision is good**

Children are happy and enjoy their time at nursery. Parents drop off their children at the door and staff greet them with warm smiles. Some children settle quite quickly and go straight off to play, while others need reassurance from their key person. Staff respond to this swiftly. Those children have cuddles or share a book with staff, before they go to play with their friends.

The learning environment is bright and colourful and an inviting place for children to learn. Children are encouraged to make choices about where they play. Resources are arranged so that children can access them independently and also help to tidy them away. Children develop their independence further as they start to make choices. For example, at snack time, they have a choice of fruit and either milk or water to drink. Children also start to manage their own hygiene and personal needs. Children generally behave well.

There are a variety of activities that encourage children to explore and investigate. This helps to extend children's learning across all areas of learning. For example, children are able to enjoy water play using pipettes. They use the pipettes to combine different colours of water. Children observe the colours mix together and discuss what colours they can make.

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

- Leaders and managers have a clear vision for the nursery. Staff feel happy and supported in their roles. The manager provides support for staff's professional development through meetings and training. However, observations of staff practice are not focused enough on enhancing the overall quality of teaching and learning.
- The curriculum is broad and enhances children's learning and experiences further. Staff know children well and recognise their individual needs and interests. They use both to inform planning, and this helps them to prepare children for their next stage of learning.
- There is a strong focus on developing children's communication and language. Children listen to a wide range of well-known stories and rhymes to enhance their vocabulary. Staff are able to talk in many of the children's home languages. They take into consideration those who speak English as an additional language. This helps to build on children's language development and provide support for children as they start at the nursery.
- The provision for children with special educational needs and/or disabilities (SEND) is a particular strength of this nursery. Leaders and managers are quick to implement additional support. They put in place targeted plans. Managers develop strong partnerships and work well with other professionals. This ensures

that children with SEND are fully included in all aspects of the nursery. As a result, they make good progress from their starting points.

- Staff incorporate mathematical language as children play. During forest school activities, they focus on the size and shape of natural objects. Children find sticks and compare the lengths. They identify if the sticks are longer or shorter. When they look for leaves, they compare large and small leaves. This helps children to compare objects and develop their understanding of size.
- Children practise small- and large-muscle skills in preparation for early writing. They develop their pencil grip as they draw pictures on paper and hold large chalks to draw shapes. Children learn how to separate their fingers to hold scissors and snip paper. This helps them to learn how to use resources appropriately and safely. Outside, as children play on a range of large equipment, they learn to climb, balance, run and jump.
- The manager works with parents and develops strong partnerships. The nursery is at the heart of the community. The staff team knows children and families extremely well and provides invaluable support. Staff work in partnership with the relevant agencies. This helps to ensure all children make good progress in their learning.
- Staff are good role models and offer praise and encouragement to children as they play. However, staff do not consistently support children to understand their emotions or regulate their behaviours. Consequently, at times, some children struggle to re-engage with the activities on offer.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff demonstrate a good understanding of the many safeguarding areas. They recognise the signs of abuse to look out for. Staff confidently explain how they would make referrals to the relevant agencies. This information is visible for staff and parents to view. Robust procedures are in place for the safe collection of children, use of mobile phones and visitors. Parents also receive information about the importance of keeping children safe online. The manager keeps accurate records, for example following an existing injury, accident or incident. This helps to monitor any concerns and minimise any risks.

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

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

- strengthen the use of the strategies in place to support children further to manage their own feelings and behaviour
- support staff more effectively in their continuous development to enhance the quality of teaching and learning children receive to the highest possible level.

## Setting details

<b>Unique reference number</b>	229100
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10295293
<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>	32
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Grove Community Project Committee
<b>Registered person unique reference number</b>	RP901972
<b>Telephone number</b>	0121 515 3864
<b>Date of previous inspection</b>	14 December 2017

## Information about this early years setting

Grove Community Project registered in 1994. It is a charitable organisation managed by a voluntary committee. It employs six members of childcare staff. Of these, all hold early years qualifications at level 2 to level 6. The nursery opens Monday to Friday from 9am to 3pm during school term time.

## Information about this inspection

### Inspector

Clare Walton

## 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 manager and has taken that into account in the evaluation of the nursery.
- The manager and the inspector completed a learning walk together of all areas of the provision and discussed the early years foundation stage curriculum.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator 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 an activity with the manager.
- Parents shared their views of the nursery with the inspector.
- 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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