

Inspection of Deerhurst Day Nursery

182 Franche Road, Kidderminster DY11 5AD

Inspection date:

20 July 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Leaders and staff provide children with an exceptional start to their education. This allows all children, including those with special educational needs and/or disabilities (SEND), to make accelerated progress from their starting points. Leaders and staff meticulously consider every aspect of children's learning and development. This includes highly effective partnership working. This begins even before children start at the nursery so that everything is in place to support them from the onset. The exceptionally strong key-person system enables children and their families to form strong bonds with staff.

Leaders have designed a curriculum that expertly links together all the key areas for children's learning. The baby room is a hive of activity and learning. Babies use their voices confidently during their early stages of language development. They spontaneously start singing familiar songs. Older children make decisions about where they will learn and what they will do. Staff encourage children to plan their own play experiences. This helps children to become extremely focused and motivated learners. Children's behaviour is exemplary.

Staff sensitively and expertly implement the curriculum. They use their comprehensive understanding of the children to adapt learning experiences so that all children benefit from the daily routine. Staff purposely model self-care routines so that babies and the youngest children can observe them and begin the learning process in readiness for using the skills independently when they are ready. This includes personal care routines and preparing snack.

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

- The leadership team is inspirational. They meticulously review all aspects of the nursery provision with their staff to ensure that each child can excel in their own way. This ensures that leaders and staff continuously improve their practice, and they go above and beyond to achieve this.
- Leaders place a precise and continual focus on professional development for both themselves and staff. This ensures that all staff are fully empowered with the knowledge and skills to provide the highest quality of care and education. Leaders support staff to gain further qualifications, for example, so they can progress from being apprentices to part of the leadership team. Some staff are currently working on extending their qualifications to provide children with further enrichment in their outdoor learning.
- Leaders and staff use their expert knowledge of child development to monitor children's progress. They make highly intuitive use of their observations of children to inform their planning and teaching. For example, staff working with babies recognise that some children need further support to build their

confidence in social groups. They create inviting spaces where children can be comfortable in their own company and provide opportunities to build on this, such as eating their lunch with one friend at a table.

- Leaders and staff plan the learning environment that encourages older children to socially interact with their friends. They have created cosy spaces, to encourage conversations, for small groups of children to use when they choose. Staff expertly support children with their behaviour. Children are aware of the needs of others. For example, they help a friend to put on their hood when it begins to rain.
- The special educational needs coordinator (SENCO) and staff ensure that children with SEND receive educational programmes that precisely match their learning needs. The SENCO makes timely referrals to outside agencies so that children and their families can access further specialist support. They complete children's two-year-old progress check with parents so that health visitors have all the required information they need to assess children's progress accurately. Staff use highly effective teaching strategies to help children with SEND to make rapid progress towards their development milestones.
- Leaders and staff have identified a progressive approach for using books to support learning across the seven areas. Babies handle books and learn how to manoeuvre them. Staff encourage babies to notice the images and to respond to these. They support two-year-old children to engage physically in stories, such as by retelling the story as they travel around the outdoor areas. Staff who work with older children skilfully use books to support their language development and understanding. Children suggest alternative words that have the same meaning. They experiment with sounds in words, such as linking together rhyming words.
- Parent partnership working is exemplary. Leaders and staff give parents extensive support and guidance so they can provide continuity for children's learning at home. For example, they work together to help children to gain good sleeping habits. Parents say that staff are highly professional and have made a huge difference to their family life.

Safeguarding

The arrangements for safeguarding are effective.

Leaders give high priority to all aspects of safeguarding. They ensure that staff keep up to date with regular training. Staff and leaders have an excellent knowledge about a wide range of indicators that children may be at risk of harm. They confidently describe the procedures to follow if they are concerned about a child. Leaders complete comprehensive checks to verify staff's suitability. Safeguarding is planned extremely well into the curriculum. Children learn about ultraviolet (UV) rays and how the UV index warns them about when they need to protect their skin even further from the sun. Children learn when to apply more sun cream, wear hats and sunglasses, and when to seek shade.

Setting details

Unique reference number	2647470
Local authority	Worcestershire
Inspection number	10301753
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	0 to 4
Total number of places	53
Number of children on roll	122
Name of registered person	Deerhurst Day Nursery Partnership
Registered person unique reference number	2647471
Telephone number	01562823569
Date of previous inspection	Not applicable

Information about this early years setting

Deerhurst Day Nursery re-registered in 2021. It is located in Kidderminster, Worcestershire. The nursery operates from Monday to Friday, 7.30am to 6pm, all year round, except for bank holidays and at Christmas. The provider employs 27 members of staff. Of these, 24 staff hold approved early years qualifications from level 2 to level 6. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 joint observations with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children interacted with the inspector during the inspection.
- 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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