

Inspection of Bloxcidge House Day Nursery

53 Bloxcidge Street, OLDBURY, West Midlands B68 8QH

Inspection date: 27 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Staff nurture and respect children's individuality in this warm and welcoming provision. Children separate happily from their parents, and they are eager to get involved in the learning opportunities on offer. Babies and very young children enjoy sensory experiences. They use their hands to scoop and squeeze cornflour gloop. Staff carefully observe children's sensory play and engage them in using cupcake holders and sprinkles. This further supports children to develop their imaginations. Staff offer close physical comfort to babies, ensuring they can see familiar adults at all times. This supports children's emotional well-being and feelings of security.

Staff skilfully support children's physical development. They offer a range of active play opportunities in the large garden. Staff use children's fascination with construction play to engage them in building a tower. Children work cooperatively, and they are especially excited when staff members lift them up to add blocks to the top of their tower. Staff weave in mathematical language, and children use phrases, such as 'taller than' and 'shorter than', when measuring the tower. Children delight in pushing the tower down. Staff offer just the right amount of guidance for children to take turns, and they ensure they are all included in the group experience.

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

- Leaders and staff work together to develop a well-sequenced curriculum across the provision. There are clear learning links between the different rooms, and staff have high expectations of children. They gather meaningful information from parents and use this to meet children's individual learning needs. Staff identify clear next steps for children and plan effectively. This enables children to achieve the best possible outcomes.
- Leaders support staff highly effectively. They value all staff members and welcome their contributions to develop the provision. Leaders facilitate regular supervision sessions, where staff have the opportunity to discuss their well-being and plan their professional development. Leaders develop a strategic training plan to ensure that staff access purposeful learning and development opportunities.
- Children with special educational needs and/or disabilities (SEND) receive targeted and appropriate support. Staff respond swiftly to concerns and share information sensitively with parents. As a result of thoughtful teaching and monitoring, children with SEND make good progress.
- Staff are strong role models for children's communication and language development. They introduce new and interesting vocabulary linked to children's play effectively. For example, when children are playing with water in the

garden, staff talk to them about filling, emptying, tipping and pouring as they use a range of containers.

- Staff ensure that children have access to many opportunities to use a range of mark-making materials. They ably support children to develop their fine motor skills as they use pens, chalk and paints. However, on occasion, staff alter children's creations before they display them. Therefore, children do not always have the opportunity to identify and take pride in their original artwork when it is displayed across the provision.
- Staff embed secure routines across the provision. They ensure that children understand what is happening now and what will happen next. This contributes positively to their behaviour. Children respond effectively to staff, and they learn to manage their personal care effectively. Staff skilfully support children to use their knives to cut up the carrots on their plates. Even the youngest children competently use cutlery to eat their lunch.
- Staff ensure that children feel ready and prepared for their next stage of education. Staff value children's thoughts and ideas, which helps them to cooperate and play collaboratively. Staff tirelessly encourage and enable children to develop the skills they need for the future. For example, all pre-school children learn to ride a two-wheeled bicycle without stabilisers. They demonstrate extreme pride in their newly acquired skill.
- Parents are extremely pleased with the progress their children make as a result of attending the nursery provision. They comment on the excellent support for children's communication and language, as well as the nurturing relationships that staff develop with children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff attend safeguarding training, which secures their knowledge of what to do if they have any concerns about a child's welfare. Leaders ensure that everyone across the team has a clear understanding of their role and responsibility to protect children from harm. Policies and procedures are concise, and systems in place ensure clear recording and reporting practice. Staff are clear about the local arrangements for keeping children safe. Effective risk assessment across the provision ensures children's safety and security while they are on the nursery premises.

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 further develop their understanding of the importance of valuing and displaying children's own ideas, imaginations and creativity through their original artwork and mark-making designs.

Setting details

Unique reference number	255133
Local authority	Sandwell
Inspection number	10301726
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	0 to 8
Total number of places	52
Number of children on roll	25
Name of registered person	Landmark Traders Limited
Registered person unique reference number	RP910375
Telephone number	0121 544 7335
Date of previous inspection	4 January 2018

Information about this early years setting

Bloxcliffe Day Nursery registered in 1990 and is in Oldbury. The provider employs 11 members of staff. Of these, one staff member holds a relevant early years qualification at level 6, nine are qualified at level 3, and one at level 2. The nursery opens Monday to Friday, from 7am to 6.30pm, all year round, except for bank holidays. The nursery receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Gadsby

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 manager, deputy, and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 a communication and language activity with the manager.
- Parents shared their views of the nursery with the inspector.
- 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.

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