

Inspection of Battenhall Nursery

Highfield, Battenhall Avenue, Worcester, Worcestershire WR5 2HW

Inspection date: 17 August 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

Children arrive happy at this warm and friendly nursery. They put their arms out to welcome cuddles from staff as they separate from their parents with ease, showing that they feel safe to leave them. They settle quickly in their room and are keen to get involved in their play and learning from the outset.

Staff plan and provide a broad range of activities and experiences that support children to gain new knowledge and skills. Babies enthusiastically wave and clap their hands during song time. Two- and three-year-old children develop their problem-solving skills as they test out which lids fit onto different-sized wooden containers. They explore matching different-sized objects to the correct holes on the lids. Staff support their early mathematical and language skills by modelling words related to size, and children repeat whether it is 'too big' or 'too small'. Pre-school children join in with acting out stories that are related to topics that they have been learning about. They confidently recall facts they have learned, such as crocodiles being able to survive for two months without food.

Staff demonstrate consistently high expectations for all children and encourage them to carry out tasks for themselves independently. Even the youngest children show confidence in walking down steps to access the garden, while holding a staff member's hand and a rail to ensure their safety.

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

- Managers are extremely passionate about providing children with high-quality learning experiences. They are reflective in engaging staff to develop and implement a unique curriculum that supports all children's learning. That said, recent changes to the nursery curriculum are still in their infancy. Therefore, the curriculum is not yet fully developed to give children a rich and varied range of experiences to extend their learning even further.
- Staff get to know all children extremely well. They continuously observe children to understand their levels of development. Staff are prompt to identify any delays in children's learning. The special educational needs and/or disabilities coordinator provides swift intervention by creating individual support plans for any children with gaps in their development. They work with external agencies to help children to gain any extra support that they may need. This means that all children are supported to make the progress that they are capable of.
- Children's communication and language skills are consistently promoted by staff. Children frequently join in singing songs and rhymes. Staff regularly read books with innovation to children throughout the day. This captures children's attention and they become deeply immersed in stories. Children share their excitement as they finish sentences in stories that they are familiar with, demonstrating their

early love for reading.

- Younger babies are shown by staff how to tidy up. Staff hold their hands and take them to put away toys when they have finished playing, so that they learn how to look after resources from an early age. Staff explain to older children what it is that they have done well, such as listening carefully or looking at illustrations. Staff positively recognise and reward children's good behaviour, which helps all children to understand what is expected of them.
- Staff frequently model language to describe different emotions and provide opportunities for children to talk about their feelings. Older children tell staff how they are feeling about their upcoming transitions to school. They clearly explain why they are feeling 'excited' or 'nervous' about it, and staff offer reassurance to those who need it. Consequently, children learn how to manage and explain their own feelings.
- Parents speak extremely highly of the nursery and their experience. They praise staff for their warmth and dedication, and recognise the progress that their children have made in their learning and development. Parents welcome the information that they receive about their child's learning through an online app.
- Staff consistently comment on the high levels of support that they receive to fulfil their roles. Managers provide regular opportunities to meet individually with staff to provide supervision, which helps to promote the interests of children. That said, the monitoring of staff's teaching and practice does not yet fully identify and address areas for development. For example, on occasions, staff are unaware of when they cause minor disruption to children's learning, which prevents them from fully benefiting from the possible teaching experiences.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers complete regular training to keep their knowledge of safeguarding issues up to date. They demonstrate a clear understanding of signs that could suggest that a child is at risk of harm and know what action to take to keep them safe. Staff and managers understand their duty to report any safeguarding concerns about staff or children to the relevant agencies. Risk assessment is robust. All areas of the premises are checked daily and action is taken promptly to minimise any risks to children's safety that may arise. Managers follow rigorous procedures when recruiting staff to check their knowledge and skills. They maintain records of the required vetting checks completed. Together, these help to ensure that staff are suitable.

What does the setting need to do to improve?

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

- build on the existing curriculum to provide children with an even richer variety of

activities and experiences

- look more closely at staff's teaching and practice to help them to recognise how to minimise minor disruptions to children's learning so that children fully benefit from enhanced teaching experiences.

Setting details

Unique reference number	EY556278
Local authority	Worcestershire
Inspection number	10305853
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 4
Total number of places	65
Number of children on roll	99
Name of registered person	Battenhall Nursery Limited
Registered person unique reference number	RP556277
Telephone number	01905 354088
Date of previous inspection	10 January 2020

Information about this early years setting

Battenhall Nursery registered in 2017. It is located in Worcester. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery employs 20 members of staff. Of these, one holds qualified teacher status, one holds early years professional status, one holds a qualification at level 6, one at level 5, 13 at level 3, and one at level 2. The nursery provides early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents spoke to the inspector and provided their views of the setting.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The manager and inspector completed a joint observation to evaluate the effectiveness of teaching.
- The inspector held a meeting with the manager and deputy manager, and looked at relevant documentation and evidence of staff suitability.

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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