

# Inspection of Precious Times Day Nursery

25 Bleakhouse Road, Oldbury B68 9DR

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Inspection date: 27 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Leaders have developed a curriculum that helps children to explore their own ideas and to voice these confidently. Staff encourage children to vote to help make decisions for the nursery, such as to decide the name for the pet rabbit. Staff consider children's play interests to support their planning and ask children to vote for the book of the week. Children develop a love of books. Two-year-old children thoroughly enjoy reading books to themselves and say 'the end, I've read it.'

All children make good progress, including children with special educational needs and/or disabilities (SEND). Staff help children to develop their independence, so they can complete everyday tasks for themselves. Older children manage their own toileting routines and two-year-old children are independent at mealtimes.

Babies are extremely happy and settled. New babies quickly form strong attachments to the staff, who are kind and nurturing. Staff make good use of nappy changing routines to encourage babies to interact with them and support their communication skills. Older children behave well and show respect for staff and each other. Staff help two-year-old children to develop their social skills. Following a gentle prompt, children tell their friends they have found a snail.

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

- The provider has a strong vision for the future of the nursery and has implemented effective changes since registering. She values the views of parents and staff to help make continuous improvements. The provider has plans to introduce a wider range of teaching approaches to benefit the different ways that children learn.
- Leaders provide staff with effective supervision, coaching and training. Apprentices receive extensive support from leaders as they complete their coursework. Staff explain how their well-being is important to the provider. However, leaders' monitoring of staff practice is not yet fully effective to identify where staff need further support and training to extend their professional skills.
- Leaders have developed an ambitious curriculum that is progressive and helps children to build on their knowledge and skills as they progress throughout the nursery. Staff consider children's interests when they design the layout of the rooms and children are generally motivated to play and explore. However, staff do not create the learning environment to precisely reflect the children's stage of development in each room.
- The support for children with SEND is good. The special educational needs coordinator works closely with outside agencies to ensure that children receive the support they need. Leaders closely monitor the progress that children make in their communication skills. They provide targeted intervention programmes to

help children who need additional language support. For example, pre-school children develop their language skills to talk about fruit. They describe their favourite fruit as they instruct the member of staff how to draw it.

- The key-person system is strong with good communication between staff about children. Staff make effective use of their observations of children to identify targets for children's learning. Overall, teaching is good and staff enhance children's play well. For example, they follow children's imaginative play interests and create storylines.
- Staff provide children with good opportunities to be physically active and develop their large- and small-muscle movements. Babies bend their legs as they dance up and down in response to music. Two-year-old children build their leg strength as they push themselves along on wheeled vehicles and climb up the steps to the slide. Pre-school children learn how to use tweezers.
- Staff help older children to understand that we have a range of feelings and that we do not have to feel happy all the time. Children learn that their actions can impact on others and to take responsibility for these, such as tucking their chair in so nobody trips over it.
- Parent partnership working is excellent. Leaders create extensive opportunities to engage children's parents and wider family. Staff value the contribution that parents make to their discussions about children's progress. Parents say how well their children have progressed with their social interactions and communication skills.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise the safeguarding of children. They implement rigorous procedures to ensure that all staff understand their duty to keep children safe. Leaders and staff have a secure understanding of the process to follow should they have concerns about a child, such as making timely referrals to the local safeguarding partnership. They know about potential signs and symptoms that may indicate a child is at risk of harm. This includes extreme views and practices and online risks. Leaders verify the suitability of new staff and have effective systems in place relating to staff's ongoing suitability.

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

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

- extend monitoring of staff practice even further to identify where they need additional support in planning and teaching
- enhance the planning for the indoor learning environments to provide children with ambitious and motivating learning experiences that help them to build fully on their existing knowledge and skills.

## Setting details

<b>Unique reference number</b>	2735061
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10315436
<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>	0 to 10
<b>Total number of places</b>	48
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Precious Times Day Nursery Limited
<b>Registered person unique reference number</b>	2735064
<b>Telephone number</b>	0121 421 6497
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Precious Times Day Nursery registered in 2023. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. The nursery operates seven days a week, all year round. It provides overnight care, a before- and after-school club and holiday club. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anne Dyoss

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children interacted with the inspector during the inspection.
- 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 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 a joint observation of a communication and language activity with the nominated individual.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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