

Inspection of Little Folks Nursery & Out of School Club

108-110 Gravelly Hill, Erdington, Birmingham B23 7PF

Inspection date: 16 November 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children happily enter the nursery and easily separate from their parents and carers. Staff are warm and welcoming, and they support children to settle quickly into the routines of the day. Staff gather valuable information about children before they start and, therefore, they know them very well. This helps children to feel happy, safe and secure in staff's care.

Staff plan precisely for their key children. They consider their interests and next steps. Children delight in exploring and experimenting with different ingredients, such as flour and water. Staff extend children's play by adding different resources and tools. This helps to ignite children's curiosity and eagerness to learn. Staff encourage children to use all their senses to explore the mixture they are making. They ask open-ended questions to challenge children's knowledge even further. Consequently, all children, including those with special educational needs and/or disabilities (SEND), are making good progress in their learning.

Staff have high expectations for all children. They gently encourage them to listen and follow instructions. Staff support children to share and take turns stirring, as they pretend to make chicken soup in the mud kitchen. As a result, children respond with kindness and good manners.

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

- Leaders have made significant improvements since their last inspection. Strengthening of induction and supervision procedures for all staff, including agency staff, means that they now have secure safeguarding knowledge. General maintenance and redecoration of the nursery has improved the safety and hygiene of the premises. Staff complete effective risk assessments throughout the day to keep areas free from hazards. New resources and daily outdoor play means that children enjoy building their physical skills on scooters and tricycles.
- Leaders design a varied and broad curriculum that has a strong focus on offering children rich experiences, which they might not have tried yet. This helps to provide children with the essential knowledge they need for their future. For example, there are exciting opportunities to get creative and messy and to participate in cooking activities. These result in children developing a love for learning and engaging in activities for a long period of time.
- Staff make good use of stories, rhymes and songs to encourage children's language. They sing songs as children wash their hands before mealtimes. Children cheerfully join in with the words and actions. However, sometimes, when there are more adults present than children, staff do not recognise that they tend to be the ones talking and answering questions. Therefore, children do

not always have the opportunity to practise speaking and share their ideas during these times.

- Parents speak positively of the nursery and staff. They say their children are happy and have settled quickly with the recent changes in staff. Although leaders identify and plan ways to improve parent partnership working, this is not yet fully embedded into practice. This means that some parents are unsure of what their children are working on next and how they can support them with their learning at home.
- Staff encourage children to be independent. They support children to pour their own water from jugs and cut up their food at lunchtime. Children know to take off their coats and place them on their pegs when they return from outside. They confidently move around the space and choose what they would like to play with next. This is teaching children to take care of themselves and their belongings.
- Support for children with SEND is strong. The special educational needs coordinator (SENCo) works closely with staff to model ideas and share her expertise. She makes timely referrals to other agencies to get the early and ongoing support children might need. Child specific targets are regularly set and evaluated by staff. These help to identify and close any gaps in the children's knowledge.
- Staff feel well supported in their roles and work well as a team. The new manager is keen to continue to implement changes and improvements within the nursery. She completes regular supervisions with staff and their well-being is a priority. This helps to improve the overall quality of the care and teaching.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are confident in their roles and responsibilities to safeguard children. Leaders have strengthened induction procedures for all staff. These include specific safeguarding training for agency staff. They ensure that all staff know who the designated safeguarding lead is and what procedure they should follow if they are concerned about a child's welfare or another member of staff's conduct. Staff understand the importance of acting on concerns in a timely manner. They know how to make referrals themselves should they need to. This helps to keep children safe from harm.

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 recognise when they can encourage children's communication more frequently so that children can practise speaking and share their ideas
- share even more information with parents, so they can continue to support their

children's learning at home.

Setting details

Unique reference number	EY428029
Local authority	Birmingham
Inspection number	10303849
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	2 to 4
Total number of places	64
Number of children on roll	14
Name of registered person	Mishi Nurseries Limited
Registered person unique reference number	RP904324
Telephone number	01213273815
Date of previous inspection	15 June 2023

Information about this early years setting

Little Folks Nursery & Out of School Club registered in 2011 and is in Erdington, Birmingham. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 to level 6. The provider has early years professional status. The nursery opens Monday to Friday, for 51 weeks of the year, closing for bank holidays and at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katie Rudge

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 the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The SENCo 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.

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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