

Inspection of 5 Star Day Nursery

2/4 Ennerdale Road, Birmingham B43 5NP

Inspection date: 5 March 2024

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 thoroughly enjoy their time at this inviting nursery. Welcoming staff greet children and escort them to their base rooms. There is a strong focus on supporting children's communication and language. Staff make good use of songs and stories to encourage children to practise speaking. Staff use guidance and assessment tools to identify any gaps in children's language. They use this information to plan activities and make referrals to other professionals. This helps children to get the early and ongoing support they might need.

Staff share details with children about their heritage and background. They discuss their life experiences, bring traditional clothing for children to wear, and cook food from around the world. This helps children to understand about different cultures and what makes them unique. Consequently, children learn about respect and each other's values.

Children are physically active. They enjoy daily outdoor play. Staff encourage children to take age-appropriate risks, such as by climbing trees and balancing on tyres. Children relish the sense of achievement when they complete tricky tasks. This builds children's confidence and teaches them about their capabilities. As a result, all children, including those with special educational needs and/or disabilities (SEND), make good progress in their development.

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

- The manager has a clear focus for what she wants children to learn. There is a rich and varied curriculum that builds on what children already know and can do. The quality of teaching is good. However, sometimes, when planning set-up activities, staff do not fully consider how they can improve children's engagement and make it accessible for everyone. For example, children play at a water table that is pushed in a corner against a wall. Some younger children struggle to find space, so they quickly lose interest and move away.
- Children are forming friendships and show kindness towards each other. They delight in working together to pedal tandem tricycles and play football. Older children are learning to share and resolve conflicts. Staff are attentive to unwanted behaviour; they ask children kindly to stop by saying 'no thank you'. However, they do not fully explain the impact the behaviour has on children's safety or the feelings of others. As a result, children do not always gain the understanding about why they should not repeat the behaviour again.
- Staff feel well supported in their roles. They receive regular supervision and feedback from the manager. There is a focus on their well-being. Regular treats and staff appreciation days are celebrated. As a result, staff feel valued and morale is high.

- Support for children with SEND is good. Staff are attentive to their needs. They show kindness and warmth and offer cuddles and reassurance when children are unsettled. They ensure that children have close support at mealtimes and that their comforters are within easy reach. This helps children to feel safe, secure and settled.
- Staff gather valuable information during verbal handovers with parents. They also share daily details via an online app. This includes updates on children's development progress, what they have eaten and pictures. This effective two-way communication helps to build strong and lasting relationships between families and nursery. Staff regularly share ideas, books and resources for parents to continue learning at home. This helps to consolidate learning between home and nursery.
- Mealtimes are sociable. Staff sit with children to eat and chat with them. Children are learning independence as they pour their own water from a jug and begin to feed themselves. Staff praise their efforts and prompt the use of 'please' and 'thank you'. Consequently, children are learning good table manners and are being well prepared for their next stage in education.
- Parents speak positively about the nursery and the staff. They clearly attribute their children's progress to that of the nursery and the teaching they receive. Parents say their children love to attend and the staff are friendly. These positive relationships support the overall emotional well-being of children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 consider how they can further improve children's participation in set-up activities, so that all children can engage in learning
- build on the staff's teaching of behaviour boundaries, so that children fully understand the impact their actions have on safety and the feelings of others.

Setting details

Unique reference number	2597604
Local authority	Sandwell
Inspection number	10334008
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	48
Number of children on roll	47
Name of registered person	5 Star Day Nursery Limited
Registered person unique reference number	RP530956
Telephone number	0121 448 3181
Date of previous inspection	9 February 2022

Information about this early years setting

5 Star Day Nursery registered in 2020. The provider employs 14 members of childcare staff. Of these, 13 are qualified between level 2 and level 7. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm. The provider receives funding to provide free 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 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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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