

Inspection of Hummingbirds Nursery

St Georges Community Hub, Great Hampton Row, Birmingham B19 3JG

Inspection date: 7 March 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Staff show warmth and kindness when they welcome children into nursery. They carefully plan the curriculum to ensure that they provide children with the core skills and knowledge they need to help prepare them for the next stage of their learning. All staff know the children extremely well. They are consistent in their approach to meet children's individual needs and help them make good progress in their learning in preparation to go on to school.

Children are curious as they explore and enjoy a range of stimulating and exciting play opportunities that meet their interests and next steps. Staff have a clear understanding of the intent of activities and how to implement these. For example, staff sit with children for story time. They encourage children to recall what they have learned previously and predict what happens next. Children excitedly join in and share their ideas about the next part of the story.

Relationships between staff and children are positive and respectful. Staff are excellent role models and expertly help children to follow routines. For instance, when a fire drill happens, children instantly know what to do. Staff calmly and safely take children to the assembly point. They help children remain calm and reassured so they know they are safe. Staff sing to children as they wait, and they enthusiastically join in.

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

- Staff meet regularly with management or their room leaders to have supervision meetings. These meetings support staff to fully understand their roles and responsibilities. Staff engage in a variety of in-house and external training to build on their professional development. They comment that they feel like valued members of the team.
- The majority of staff are confident with delivering the curriculum and ensuring that activities provide challenge for children in their learning. However, some staff are not as confident in adapting their teaching techniques during activities. For example, there are times when staff ask questions in quick succession. They do not always allow children the time to process what is being asked of them. This means that not all children are fully able to reach their highest potential.
- Support for children with special educational needs and/or disabilities is excellent. Management and staff are proactive in identifying where children may be falling behind in their development and putting effective plans in place to meet these. They engage well with other professionals and parents to ensure that all children receive the support needed to make progress in their development.
- Parents speak highly of the care their children receive. Staff inform parents

about the different activities and experiences they provide for children. They share updates of children's current next steps. Sometimes, staff share information with parents to support developmental stages, such as potty training. However, staff do not always extend this to all families to ensure that they provide the same support for all children's future learning and development at home.

- Children explore activities that promote their good health. For example, they make pretend porridge and add different toppings. Staff talk to them about making healthy choices and how this can affect their teeth. This promotes awareness of oral hygiene. Staff provide nutritious and balanced meals for children. Children wash their hands before eating and after using the toilet.
- Staff provide a relaxed and calm atmosphere that helps children to remain engaged and concentrate on their learning. They are patient and consistent with managing children's behaviours. For example, staff come down to children's eye level to explain the expectations to them. Children listen and respond positively when staff speak to them, helping them to develop their understanding of the expectations and how to manage their behaviours.
- Staff celebrate what makes children unique. Children proudly display their creations on the wall and talk about these with their friends and staff. This helps them have a sense of belonging and promotes their self-esteem. Children discover different cultural events their friends may celebrate, helping to develop their understanding of the world around them.
- Children thoroughly enjoy playing in the water tray. They choose from a selection of different fruits and herbs as they make their concoctions. Children use a pestle and mortar with confidence to grind mint and juice from a lemon together. Staff repeat words, such as 'squeeze' and 'tangy', as they explore. Children confidently repeat these, helping to develop their vocabulary.

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:

- share even more information with parents to help them support children's learning and development at home
- continue to develop staff confidence with teaching techniques, to enable children to reach their fullest potential in learning and development.

Setting details

Unique reference number	EY498805
Local authority	Birmingham
Inspection number	10311953
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 5
Total number of places	42
Number of children on roll	43
Name of registered person	Hummingbirds Daycare Ltd
Registered person unique reference number	RP900928
Telephone number	0121 647 3763
Date of previous inspection	16 April 2018

Information about this early years setting

Hummingbirds Nursery registered in 2016. The nursery employs 13 members of childcare staff. Of these, one holds a qualification at level 6, seven at level 3, three at level 2 and two are unqualified. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children and staff spoke to the inspector during the inspection.
- 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.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation together and discussed the impact 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024