

Inspection of Little Birches Nursery in Olney

The Old School Building, 63A High Street, Lavendon, Olney MK46 4HA

Inspection date: 21 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	Not applicable

What is it like to attend this early years setting?

The provision is good

All children make good progress at the nursery. There is clear intent for what children need to learn. Staff in each room tailor what children learn depending on their age and stage of development. As a result, the curriculum meets children's needs effectively. Staff are confident in delivering the curriculum; activities are exciting and staff's teaching is consistently good. Babies develop into curious and confident individuals who are interested in the world around them. As children grow, they start to lead their learning, and staff provide them with opportunities to follow their interests. During the inspection, staff in the toddler room demonstrated to the children how to plant seeds. Children enjoy digging in soil and watering the seeds as they learn about what helps plants to grow. Older children show an interest in the jobs that people do. Staff have developed numerous activities to increase children's awareness of the role of dentists, firefighters and chefs. Children sustain their attention and concentrate for long time periods, given their young age. This shows their good motivation to learn. Staff accurately assess children's development and monitor the good progress that they make. They know what children need to learn next and how they can extend their previous learning.

Staff are kind and courteous to children. They model expectations for how to interact with each other, such as by showing how to share and saying 'please' and 'thank you'. Children's behaviour is consistently good. The nursery is a productive and busy environment where children enjoy spending time and show their excitement on arrival.

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

- There is a clear focus on developing children's physical skills. In the baby room, children practise climbing and balancing as they move from crawling to walking. In the toddler room, children build on their coordination and balance and increase in confidence as they use tools and equipment. When children move to the pre-school room, they begin to test out their skills. They climb to a greater height on equipment and use tools independently.
- Staff understand how young children acquire speech. When working with babies, staff recognise their babbling and noises as early attempts at talking. They place value on this, talking back to children and using simple sign language to help babies to communicate their needs. Older children engage in sustained conversation. Staff ask questions, and together with children, ponder the answers to questions that are important. Children enjoy listening to stories and choose their favourite books for staff to read. They demonstrate their enjoyment and can retell parts of the story with enthusiasm.
- Staff deliver the curriculum well. However, on occasions, staff do not recognise how to move children's learning forward and provide them with even greater

challenge as they play and learn.

- Staff develop highly effective key-person relationships and know all about children and their home lives and experiences. Children react warmly to staff and ask for comfort when needed. Staff are affectionate with children and provide them with cuddles and reassurance. This helps to boost children's sense of security, and they form very close relationships with their key person.
- Children learn about each other and what makes them unique. The nursery celebrates staff's and children's special events, such as Christmas, Diwali and Eid. This leads to authentic teaching that helps children to gain an awareness of others outside of their own experience.
- Staff do not consistently encourage children's independence in managing their personal needs. For example, they do not encourage children to learn about how and why they need to reduce the risk of spreading infection by wiping their noses and disposing of tissues.
- Parents are very positive about the warm and welcoming nursery environment. Staff invite families into the nursery and spend time talking with them when they drop their children off each morning. This contributes to parents and families getting to know what activities children enjoy and their child's key person well. In turn, this helps to develop trusting, professional relationships. However, some parents would like more information about the curriculum to help them to support children's learning at home.
- The manager is a confident and compassionate leader who invests in her staff. She extensively supports their practical, physical and emotional well-being. In turn, staff are nurturing, committed and very happy in their work. This is hugely beneficial for 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:

- expand on children's learning, providing even greater challenge so children can test out what they know and can do
- deepen children's awareness of how they can help to keep themselves healthy and reduce the risk of spreading infection
- increase information-sharing with parents, giving greater precision to enable them to support their children's progress at home.

Setting details

Unique reference number	2652558
Local authority	Milton Keynes
Inspection number	10332890
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	44
Number of children on roll	63
Name of registered person	Little Birches in Tunbridge Wells Ltd
Registered person unique reference number	RP533839
Telephone number	07881950256
Date of previous inspection	Not applicable

Information about this early years setting

Little Birches Nursery in Olney registered in 2021 and operates from the Old School building in Lavendon. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Marshall-Gowen

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 inspector discussed the intent of the curriculum, observed its implementation during indoor and outdoor activities and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection, and the inspector took account of all feedback received.

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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