

Inspection of Fireflies Nursery

Station House, 11a Barrett Street, SMETHWICK, West Midlands B66 4SE

Inspection date: 25 April 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

Staff provide a warm welcome at this inviting nursery. Children happily separate from their carers and settle quickly into the routines of the day. They approach staff for cuddles, and staff respond with warmth and kindness. Staff working with babies and the youngest children provide a loving and nurturing environment. Staff gently implement the rules and boundaries of the nursery. For example, they help children to learn to understand about 'kind hands', 'good listening' and 'helping others'. Children help to pour drinks for their friends. They fondly greet each other as they arrive for the day. As a result, children are building important relationships with others and learn how to behave well.

Leaders develop a rich and varied curriculum that builds on what children already know and can do. Staff gather valuable information about children that helps them to understand their likes and interests. They use this knowledge to focus activities and lead the children's learning. As a result, children show a positive attitude to learning and are keen to know more. Staff provide children with a wide range of activities and resources that consistently motivate them to play and learn. All children, including those with special educational needs and/or disabilities, make good progress in their learning from their various starting points.

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

- Leaders are passionate about supporting the diverse community they serve. They are keen to give all children the best early years experiences to support their future learning. They regularly monitor staff's practice and provide them with constructive feedback. This helps to improve the overall quality of teaching.
- Staff say that they feel well supported in their roles, and morale is good. Staff work well as a team. They deploy themselves effectively to keep children safe, including during mealtimes and when children are playing outside. As a result, children learn and play in a happy, safe environment.
- Staff get to know all children well. They regularly observe children to understand their levels of development. Staff are prompt to identify any delays in children's learning. The special educational needs and/or disabilities coordinator provides intervention for any child with gaps in their development. They work with external agencies to gain any extra support children may need. This means that all children are supported to make the progress that they are capable of.
- Staff provide good support for children's communication and language. They introduce new words, such as 'aquarium', as they read about mermaids. This helps to broaden children's vocabulary. Staff challenge children with open-ended questions and role model play. However, sometimes, staff speak quite quickly or continue to speak at the same time as children. This affects how well children hear and their ability to share their ideas in back-and-forth conversations.

- Children are proud of their achievements. Work displayed around the nursery is clearly that of the children. Staff encourage them to be creative and follow their own ideas. They regularly praise children. This builds children's sense of pride and self-esteem. However, sometimes staff do not recognise when they need to adapt an activity to maintain the focus and interest of all the children participating. For example, some children sit for too long at circle time and they become distracted. This affects their engagement in learning.
- Support for children who speak English as an additional language is good. Staff get to know each child and their family background. They use this information to support children's communication in dual languages. Staff learn key words in several different languages to support the diverse community. This means children have the opportunity to practise speaking in their home language and English.
- Parents speak very highly about the staff and the support they receive. They comment positively about the progress their children make and attribute this to the nursery provision. Staff share information in a variety of ways. Daily sharing of information via an online app keeps parents informed of their child's experiences and progress. Parents know who their child's key person is and what their child is working towards next. Parents are invited to workshops and staff provide ideas for ways to continue learning at home. This supports parents to build on children's knowledge further.

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:

- build further on staff practice so that they leave enough opportunity for children to participate in back-and-forth conversations
- support staff to recognise when activities need to be adapted to meet the needs of all the children participating.

Setting details

Unique reference number	EY536590
Local authority	Sandwell
Inspection number	10337993
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 5
Total number of places	100
Number of children on roll	73
Name of registered person	Fireflies Nursery Limited
Registered person unique reference number	RP536589
Telephone number	0121 269 0040
Date of previous inspection	2 July 2019

Information about this early years setting

Fireflies Nursery registered in 2017. The nursery employs nine members of childcare staff, of whom seven hold appropriate early years qualifications at level 2 and above. The nursery operates all year around. Sessions are available Monday to Friday from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katie Rudge

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.

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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