

Inspection of N Family Midlands Ltd

23 Wake Green Road, Birmingham B13 9HB

Inspection date: 30 April 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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

Leaders work closely with parents and create an effective process that enables children to settle and make quick progress. Strong relationships between staff and children have a positive impact on children's well-being and happiness. Staff understand the starting points of the children and meet their needs. As a result, all children make good progress in their learning and development.

Leaders and staff place high importance on developing children's positive behaviour. Staff are wonderful role models. They set very clear boundaries and expectations for behaviour. All staff are consistent in their clear approach to managing behaviour. Children receive praise from staff throughout the day. Consequently, children are engaged, motivated and curious learners. Outdoors, they show their confidence and curiosity as they handle, and excitedly talk about, ladybirds and millipedes and watch how they move.

Children benefit from an effective key-person system. Staff have a clear understanding of children's ongoing individual needs and personalities, including children with special educational needs and/or disabilities (SEND). Children who need extra support are helped by staff to play alongside other children and include them in activities. For example, younger children are encouraged to play with musical shakers together. Older children explore toy medical equipment and staff prompt them to offer 'check-ups' to their friends.

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

- Children demonstrate exceptional behaviour. They behave responsibly, listen attentively and follow instructions. Staff are highly successful in the implementation of behaviour management strategies. The environment is calm and productive. This helps children to develop consistently positive attitudes to their learning.
- Parent partnerships are strong. The manager is committed to developing an open and supportive relationship with all parents. Parents, including those who have children with SEND, are very complimentary of the staff. Parents benefit from a 'parent room', where they can socialise with each other, and share advice. Parents use an online app to communicate and share learning experiences. This supports two-way communication and continuity of learning and care.
- Children's communication and language are generally well supported. Staff teach older children new words, such as 'deforestation', when they talk about the environment. Staff who work with young babies use sign language and picture cards to support children's understanding of routines. However, some staff do not always adapt when needed, to ensure that all children are able to fully

participate, to promote their communication skills.

- Leaders implement a well-thought-out curriculum. Staff ensure they understand what children need to learn and what they can do to help them. Staff give children targeted support where needed. Experiences are carefully sequenced from the youngest to the oldest so that children can embed their learning. This helps to prepare children for their next stage of learning.
- Children with SEND are well supported. Funding is used for additional support, and to promptly train staff to understand specific needs. Staff work with a range of external professionals and parents. They incorporate specific strategies into individual educational plans to meet children's needs. As a result, children with SEND make good progress.
- Staff feel their well-being and training needs are well supported by leaders. Leaders provide staff with a central online training platform and respond to their training requests. This includes mandatory training, such as safeguarding. As a result, staff show they are motivated, and keen to develop the learning and care of the children.
- Leaders and staff value and promote a culture of diversity and inclusion. They implement parent views around racial and cultural sensitivities. They celebrate festivals and involve staff and parents. In addition, the exceptional on-site chef ensures that menus reflect the diverse community they serve. This means that all children and their families are valued.
- Health and hygiene is promoted throughout the nursery. Each room has a 'snuffle station' where children are encouraged to blow their nose with tissue and dispose of it before washing their hands. Staff work together to support a system of using colour-coded plates to separate food intolerances and allergies. This supports keeping all children safe and teaches them about how to care for themselves and each other.

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 further to adapt their techniques, and give children more time to consider their responses, to maximise all children's communication skills.

Setting details

Unique reference number	2666439
Local authority	Birmingham
Inspection number	10339490
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	90
Number of children on roll	77
Name of registered person	N Family Midlands Ltd
Registered person unique reference number	2666438
Telephone number	0121 449 5599
Date of previous inspection	Not applicable

Information about this early years setting

N Family Midlands Ltd registered in January 2022. The nursery employs 18 members of childcare staff. Of these staff, one holds an appropriate level 6 childcare qualification, twelve hold a level 3 childcare qualification, one holds a level 2 childcare qualification and four are unqualified. The nursery is open all year round, Monday to Friday 8am to 6pm. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Naziha Amin

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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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 inspector talked to staff at appropriate times during the inspection and took account of their views.

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