

# Inspection of Leaps and Bounds Children's Centre and Day Nursery

161 Gillott Road, BIRMINGHAM B16 0ET

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Inspection date: 2 May 2024

**Overall effectiveness** **Good**

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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 create an interesting and welcoming environment for children. They greet them warmly on arrival. This helps children settle quickly, and they soon engage in their chosen activity. Established key-person systems mean that staff know children and their learning needs well. Resources are attractively displayed, which helps to capture children's interest. For example, younger children are keen to explore a tray with flour and various-sized brushes in. They feel the flour and make patterns in it with their hands and a variety of different-sized paintbrushes.

Staff are gentle, kind and caring towards the children and support their emotional well-being effectively. Babies and very young children enjoy cuddles and reassurance from staff when visitors are in the room. Children in turn show kindness to one another and enjoy caring for the nursery rabbit. Staff praise children's behaviour, which builds their confidence and self-esteem. Children are encouraged to become independent from an early age. They learn to wash their hands at appropriate times during the day and to feed themselves at mealtimes. However, children are not always given appropriate cutlery to use. Children really enjoy circle time, talking about the activities they have been involved in and singing songs, especially those with actions. However, at times, the noise levels can rise and the environment appears chaotic. This impacts on children's learning and play.

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

- Managers and staff are committed to providing high-quality care and learning for children. Staff well-being is a priority. Regular monitoring of staff performance enables staff to identify professional development opportunities to continually enhance their knowledge and skills. Managers are positive role models and spend time in the nursery with the children. They recognise the skills of their staff team and the work that it does in supporting children to continually make good progress.
- Partnership with parents is good. Staff work closely with parents to ensure that their child's needs are known and met, both in their care and learning. They consider what they want children to learn and use this to plan an interesting and stimulating curriculum. Parents play an active role in supporting their child's learning at home. They regularly share information about their child's adventures at home and new skills they are acquiring. This information helps to inform planning and identifying their child's next steps in learning.
- Children learn about similarities and differences. They see positive images of people from around the world and with different abilities through resources and books. Photos of children's families are displayed within the nursery. This encourages children to talk about the special people in their lives and things they enjoy doing together.

- Children's safety is paramount. Security measures are effective, and people are only allowed onto the premises when the manager and staff are sure of who they are. Visitors' identities are checked, and a record is maintained of their time in the setting.
- Effective routines are in place to ensure that children with special educational needs and/or disabilities (SEND) receive the care and additional support they need to make progress. Staff work in partnership with other agencies to ensure that children receive a consistent approach to their learning to enable them to make progress from their individual starting points.
- Children relish spending time outdoors and benefit from plenty of fresh air and exercise. They eagerly lift stones and logs to look for insects, recognising which are woodlice, worms and ants. Children squeal with delight when a member of staff thinks they have found a worm. However, children are quick to point out that it is a stick and not a worm.
- Children's language and communication skills are supported well. Staff engage in lots of conversation with children. Children enjoy sharing their experiences and recall eating pizza at home. Staff introduce new words, such as 'coriander', as children make their own pizzas using tortillas, sweetcorn, cheese, tomatoes and herbs.

## **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 recognise the impact that noise levels have on children's ability to fully engage with the curriculum on offer
- review arrangements of mealtimes to ensure that children have access to appropriate cutlery.

## Setting details

<b>Unique reference number</b>	EY418276
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10340224
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	SAI Children Centre Ltd
<b>Registered person unique reference number</b>	RP530212
<b>Telephone number</b>	01212464922
<b>Date of previous inspection</b>	18 April 2023

## Information about this early years setting

Leaps and Bounds Children's Centre and Day Nursery registered in 2011. The nursery opens Monday to Friday, for 51 weeks of the year, from 7.30am to 6.15pm. It provides funded early education for two-, three- and four-year-old children. The nursery employs nine members of childcare staff. Of these, eight hold relevant early years qualifications from level 2 to level 6.

## Information about this inspection

### Inspector

Tracey Boland

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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