

Inspection of Collingbourne Day Nursery

Collingbourne Nursery, 67 Collingbourne Avenue, Birmingham, West Midlands B36
8PE

Inspection date: 1 July 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Overall, significant improvement has been made since the previous inspection to help raise the quality of experiences provided for children. Staff greet children as they arrive and welcome them warmly into the setting. They know the children well and recognise when they may need a little extra support or a reassuring cuddle. As a result, children separate from parents with ease and demonstrate that they feel happy and secure.

Staff loosely plan activities based on the theme of a familiar story. They incorporate the seven areas of learning into the activities to support children's ongoing learning. For example, they incorporate size and healthy eating into a role-play activity based on the story of 'Goldilocks and the Three Bears'. Children can recall the story and act it out in their play. They know that daddy bear's porridge is too hot and baby bear's is just right.

Children behave well and play nicely together. Staff remind them to share and take turns. Children invite staff and their friends to join them in their play. They pretend to make cups of tea and prepare food, which they invite others to share at their tea party. Children enjoy the time they spend in the setting and are generally engaged in their play.

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

- The manager, who is also the provider, has worked hard to make the changes needed to meet the actions raised at the previous inspection. Staff have attended training and now have a good knowledge of how to recognise any safeguarding concerns. The manager recognises and works to staff's strengths and is aware of their well-being. She monitors practice and has regular meetings with staff to provide support and help them to continually improve. However, the recent changes still need to be fully embedded into practice to ensure that the quality remains at a consistently good level.
- Partnerships with parents are good. Staff share information with parents about what their child has been doing, where they are in their learning, and how they can continue to support children's learning at home. Information is shared verbally and through newsletters and a parent partnership book. Parents are pleased with the quality of the care and learning their children receive. They say that children have made progress since they started and are happy and comfortable with staff.
- Staff ensure that children with special educational needs and/or disabilities, and those who speak English as an additional language, receive any additional support they may need. Staff use communication tools to identify any gaps in children's learning, and work with parents and other professionals to implement

additional strategies to help gaps to close quickly. Staff engage children in conversation. However, at times they speak quickly to children or bombard them with questions without giving them time to process their thoughts and respond.

- Children enjoy the activities provided. They concentrate as they spread shaving foam on sponges and stick them together to make a house. They mix the shaving foam with paint and are curious as they rub it on their hands to see what colour red and green make. Children excitedly shout that they have made grey. Children are proud of their achievements and are eager to share what they have done with staff, who offer lots of praise and encouragement. This promotes children's self-esteem.
- Children enjoy the time they spend outdoors. They develop their physical skills as they ride on bikes, climb steps and slide. They have fun in the mud kitchen as they mix oats with water and scoop them into bowls and plastic ice-cream cones. They dig in soil and sand and count as they fill plant pots. Children develop mathematical concepts. They recognise that if they add one more to four it will make five and can order bowls in size from big through to medium and small. That said, staff do not consistently organise activities or the daily routines well enough to provide children with choices about where and with what they want to play. At times, children who prefer to play and learn outdoors are not able to do so because the outdoor area is not set up or the door is closed. This results in these children not gaining as much from their learning experiences as they could.

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:

- continue to embed the recent changes into practice to ensure that all children consistently receive high-quality learning experiences
- provide children with more time to process their thoughts and respond to questions
- organise activities more effectively so that all children are able to make choices about where and with what they want to play, including those children who prefer to play and learn outdoors.

Setting details

Unique reference number	EY499470
Local authority	Birmingham
Inspection number	10334473
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	2 to 4
Total number of places	30
Number of children on roll	22
Name of registered person	Mushtaq, Sammia
Registered person unique reference number	RP517051
Telephone number	0121 213 5181
Date of previous inspection	25 January 2024

Information about this early years setting

Collingbourne Day Nursery registered in 2016. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications, including two at level 6, one at level 3 and two at level 2. The nursery operates term time only, from 9am until 3pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the manager, who is also the registered individual, about the leadership and management of the setting.
- 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 spoke to children, staff and parents 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.

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