Inspection of Edgbaston Day Nursery

346 Portland Road, Birmingham, West Midlands B17 8LT

Inspection date:	5 November 2024 - 28 January 2025

Overall effectiveness	**Good**
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

Children are happy. They skip into the setting, enthusiastically greeting staff and their friends. This shows that they feel happy and secure. Staff are kind and caring towards children and act as positive role models. All children enjoy fresh air outdoors every day. Staff plan daily exercise sessions for the children. They practise their large-muscle skills as they climb up apparatus and slide down. Children enjoy kicking footballs and playing with their friends. This promotes their physical and mental well-being. Staff lead indoor dance sessions that enable pre-school children to practise hopping and skipping as they listen and respond to the music. Staff support children to understand the importance of good listening. When the fire alarm goes off unexpectedly, children listen to staff who calmly ask them to line up outdoors to be counted. Children hold their friend's hand to support them in following the instructions. Staff praise the children for doing so well, which builds their self-esteem and reinforces the importance of listening to a trusted adult. Overall, children behave well and have a good attitude to learning.

Children are supported by staff to learn about communities and other cultures that are different from their own. They enjoy learning about Chinese New Year. Young children manipulate play dough to make their own pretend snake. They use tweezers to pinch and transport noodles from a tray to a bowl. This helps to strengthen the muscles in their fingers to support later pencil control. Children learn how to keep themselves healthy. They follow good hygiene practices after playing outdoors or before eating a healthy snack. Staff provide advice for parents regarding healthy lunches, portion sizes and oral health.

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

- Leaders do not always notify Ofsted of changes, in a timely manner, which is a requirement. For example, changes in the operating hours and telephone numbers have not been conveyed. There was also a delay in Ofsted receiving information from a notification. That said, there is little impact for children as relevant information affecting them is shared with parents.
- Leaders regularly observe staff teaching and complete supervision meetings. This helps to monitor the ongoing suitability of staff. Some staff have completed additional training. However, leaders do not always identify well enough gaps in the knowledge of the staff team, to enable them to provide training that will help staff improve their knowledge and skills.
- Communication and language are a key focus area. Staff support children to develop good listening skills. They play alongside toddlers, modelling the language of play and new vocabulary. Staff encourage pre-school children to explore the textures of natural materials and describe how they feel. Staff share stories and songs with children. They leave gaps for toddlers to fill in the missing

words from their favourite books and songs. Pre-school children act out stories in the garden and confidently join in with familiar songs and rhymes.

- Staff support children who speak English as an additional language. They use pictures to help children's understanding and communication. Leaders organise translators to help fully engage parents in their children's learning.
- Staff support children to develop their early mathematical skills. Toddlers play hide and seek in the garden. Staff model how to count to five before children run around to find their friends. Pre-school children learn about shapes and represent numbers on their fingers as they sing rhymes with staff. They learn about capacity as they play in the sand, and talk about measurements when they compare who has built the tallest or smallest tower.
- Staff ensure that children with special educational needs and/or disabilities (SEND) receive the support they need. Once children have settled, staff complete baseline assessments. They identify any gaps in children's learning and development, and liaise with parents and other agencies. They plan strategies and review targets regularly to support focused transitions for children's next steps in education.
- Parent partnerships are strong. Parents and staff exchange information about children when they start and during daily discussions. An online communication system keeps parents fully informed of children's learning and progress. Furthermore, staff hold regular parents' evenings and provide progress reports, including the next steps planned for children's development.
- Parents describe how excited their children are to attend the setting. They state that children come home singing songs and repeating words from stories that staff have shared with them. Parents describe staff as cheerful, understanding and caring. They say that staff treat their children like family and provide them with lots of cuddles.

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:

- provide more opportunities for professional development to enable staff to improve their knowledge and skills.

Setting details

Unique reference number	EY563189
Local authority	Birmingham
Inspection number	10365684
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	50
Number of children on roll	39
Name of registered person	Edgbaston Day Nursery Ltd
Registered person unique reference number	RP563188
Telephone number	0121 429 1332
Date of previous inspection	14 February 2019

Information about this early years setting

Edgbaston Day Nursery registered in 2018. It is located in Edgbaston in Birmingham. The nursery employs five members of childcare staff. All staff hold an appropriate early years qualification at level 2, 3 or above. The nursery currently operates from Monday to Friday during term time only, although they are registered to provide care all year round. Sessions are from 9am until 4pm. The nursery provides funded education for children who are eligible.

Information about this inspection

Inspectors
Sharon Wilcox
Johanna Holt

Inspection activities

- The inspection started on 5 November 2024. An inspector returned on 28 January 2025, to gather additional evidence in line with 'Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy'.
- The manager and an inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- Children communicated with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to an inspector about how they support children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- An inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views about the setting with an inspector, and these were taken into account.
- An inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.

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