

# Inspection of Little Swans Day Nursery

330 Yardley Road, Yardley, Birmingham B25 8LT

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Inspection date: 25 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children are happy and enjoy their time at nursery. Relationships between staff and children are caring, supportive and respectful. This helps all children to feel safe and secure. Babies and children who are new to the nursery settle well in the unfamiliar environment. Their health and welfare are supported as staff engage with parents, often at home visits, and exchange valuable information which is used from the outset. This helps to match babies' and children's care needs to those at home. For example, there are clear and effective systems to ensure all dietary requirements are adhered to, and healthy portions of freshly prepared meals are provided.

Children behave well and are learning to manage their feelings effectively and show consideration to one another. They use a sand timer to encourage sharing and taking turns with popular resources and remind one another when it is their time to have a go. Children are developing independence and are motivated to learn. Chairs are put away to help them move freely around their room and select from the resources set out for them. Children help to take care of their surroundings and are reminded when it is time to tidy up. They watch and join in as the clock counts down on the screen and help to tidy up when the familiar song is played. Children help one another to fill and carry boxes together to put away ready for next time.

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

- Staff are motivated and there is a culture of mutual support and guidance and a focus on their well-being. Leaders, managers and staff regularly attend training and complete research to help refresh their knowledge and understanding. They have considered the revisions to the early years foundation stage and the introduction of new guidance to help them support children's learning and development. Together, they evaluate practice and seek the views of parents. They are keen to try out new ways of working and strive to continually enhance the provision for children.
- Children's learning is promoted through a considered curriculum based on themes, seasons and festivals which incorporate different faiths and cultures represented locally and around the world. Staff provide resources and plan experiences and activities to take place inside and outdoors. These opportunities also follow children's interests and are linked to their starting points and what children need to learn next. Children make good progress and gain the skills they need ready for when it is time to move on to school.
- Staff encourage children's understanding and use of number. For example, children choose a printed number and pretend to make telephone calls by pressing the matching numbers on the keypad. Staff extend this activity by

pretending to have a conversation with the 'dentist' and include the children in a discussion about good dental hygiene. Children demonstrate how they brush their teeth and staff praise them for doing a good job. These opportunities help children to build on their current knowledge, develop their understanding and enrich their learning.

- Staff read stories and introduce books which link to topics that children are learning about. However, there are not enough high-quality experiences when staff read in a way that excites and captures children's interest and supports their language development effectively. Children are not inspired to select books for themselves, which may have an impact on opportunities to enrich ideas, concepts and vocabulary.
- Children learn to value and respect similarities and differences. Children with special educational needs and/or disabilities are supported well. Managers and staff have a good knowledge and understanding of the children and their individual needs. They work closely with parents and other professionals and adapt their practice to help children to catch up to their peers.
- Staff have recognised the negative impact that the COVID-19 pandemic has had on children's personal, social and emotional development. They have an increased focus on these areas for children. Settling-in sessions have been extended and parents are being welcomed back into the nursery. Key persons are providing more opportunities for children to develop relationships with one another in a safe environment. Leaders, managers and staff are keen to reintroduce extra activities, such as local visits to the forest school and library, which were previously beneficial for children.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of different types of abuse and the signs that may indicate that a child is at risk of harm. They know how to respond if they have concerns about a child or in the event of any allegations made. Records of suitability are in place for all staff and the majority hold a valid paediatric first-aid certificate. Rigorous risk assessments are carried out to ensure that any potential hazards are identified and minimised or removed. Children are supervised effectively, and staff are appropriately deployed to meet children's individual care and learning needs and to maintain children's safety and welfare.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- enhance opportunities for children to develop a love of books and engage in stories to encourage their understanding and use of language and help promote their vocabulary.

## Setting details

<b>Unique reference number</b>	EY103338
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10212576
<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>	124
<b>Number of children on roll</b>	145
<b>Name of registered person</b>	Boulton, Elaine Sheila
<b>Registered person unique reference number</b>	RP907147
<b>Telephone number</b>	0121 706 8889
<b>Date of previous inspection</b>	24 September 2019

## Information about this early years setting

Little Swans Day Nursery registered in 2002. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. There are 19 members of staff, all of whom hold a relevant qualification at level 2 or above.

## Information about this inspection

**Inspector**  
Lucy Showell

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- A learning walk was completed with the manager to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with leaders, managers, staff and children at appropriate times during the inspection.
- The manager showed the inspector relevant documentation and evidence of the suitability of adults working on the premises.
- The inspector spoke to 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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