

Inspection of Conifers Day Nursery KN Limited

17 Arrow Walk, Kings Norton, Birmingham B38 9HP

Inspection date: 24 April 2025

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Leaders show integrity and commitment in providing early education that precisely mirrors the needs of children and their families in the local community. This enables each child to thrive and reach their full potential. Leaders and staff have a deep understanding of the children and their families. For example, they place a strong focus on outdoor adventurous learning to complement children's experiences from home. Staff provide children with intentional interactions that ensure that each child engages fully in purposeful play. They understand how to make learning fun, enjoyable and with clear boundaries. Pre-school children learn how to contain their excitement and enthusiasm.

Staff use their expert teaching skills to personalise the strategies they use. Children flourish and are highly engaged in purposeful play and learning. For example, during play, staff challenge pre-school children to recall their previous play and learning. Children make connections and begin to self-assess. Staff recognise that every interaction they provide is a learning opportunity for children. This means that lunchtimes and care routines are used to fully extend children's understanding. For example, staff model the language of sharing and counting at lunchtime as they hand out equipment to younger children and babies.

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

- Leaders have a meticulous approach to self-evaluation. They have recently analysed how children are accessing and interacting with the learning environment and have modified the indoor and outdoor play spaces to maximise children's learning. Leaders have identified that helping children to recall events is a key teaching and learning need. Staff frequently ask children to remember previous learning. Leaders monitor staff's practices at different times of the day, so they have a comprehensive understanding of the provision.
- Leaders ensure that staff at all levels receive personalised training opportunities to enable them all to build on their knowledge and skills. Leaders work with local agencies to focus on training staff on how to best serve the families in the local community. Apprentices receive consistent support to ensure that their interactions are also of a high quality. Leaders support and train key persons to review and implement the individual plans and learning needs of children with special educational needs and/or disabilities (SEND).
- Leaders make excellent use of additional funding so that it precisely benefits the children it was intended for. They use all the information they have about children, including learning styles, interests, progress and parents input to decide how to use funding. Leaders also consider children's collective needs to plan strategic enhancements to the provision. This has recently involved developing two rooms to support children's sensory and emotional needs in

multiple ways, such as physical outlets and opportunities for quieter reflection.

- Leaders and staff have an expert understanding of child development and use this to construct and manage the curriculum. They have developed their curriculum with a focus on the knowledge, skills and understanding that children need in readiness for school and have broken these down into a precise set of sequential steps in learning. For example, when children have food allergies, staff teach toddlers which colour plate they must have and name the food they must avoid. Pre-school children talk about their allergies and their friend's allergies. Children gain a strong awareness of others and their self-identity.
- Leaders have identified the need to first focus on children's understanding when supporting speaking and listening skills. They have developed a progressive and ambitious sequence of knowledge and skills with the aim of children becoming confident communicators in readiness for school. Staff prioritise providing specific opportunities for children to communicate their ideas. For example, children plan what they will go and play with and use sentences or single words according to their stage of development to explain what they will do.
- Staff use the information they gather from observing children to identify areas of children's development where they consistently show they need further support. They meticulously plan for each child's learning needs. In addition, they identify where groups of children have the same learning requirements and plan daily and weekly teaching focuses to progress them all. Planning accurately reflects children's needs, which results in learning opportunities that consistently engage children and progress their learning.
- Staff understand the diversity of the children and their families who use the nursery. For example, they help children to understand that people around the world eat in different ways, sometimes using a knife and fork or their hands to eat specific types of food. They adapt their mealtimes arrangements to reflect this.
- Staff expertly support children's behaviour. They have a strong knowledge of how to help children to self-regulate and focus on understanding the reasons for the behaviour. This helps them to develop individualised strategies for children that are based on how they learn best. Children consistently show respect for themselves and others. Toddlers show empathy for their friends and offer toys to younger children when they are upset. Older children control their excitement.
- Partnership working with parents is exemplary. Leaders implement an extensive range of strategies to support and engage parents. They provide a wide variety of valuable workshops that are available to all parents in the local area and target the needs of the local children. Parents appreciate the guidance provided to access any additional support they need for their children's specific needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2719739
Local authority	Birmingham
Inspection number	10388661
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	56
Number of children on roll	66
Name of registered person	Conifers Day Nursery KN Limited
Registered person unique reference number	2719740
Telephone number	0121 688 9744
Date of previous inspection	Not applicable

Information about this early years setting

Conifers Day Nursery KN Limited registered in 2023 and is located in Birmingham. The setting operates all year round, from 7.45am to 6pm, Monday to Friday, except for bank holidays and one week at Christmas. The provider employs nine members of childcare staff. Of whom, five hold a level 3 qualification with one at level 2. The manager holds a level 5 qualification in leadership and management. The setting provides early years funded places.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- Children interacted with the inspector during the inspection.
- 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 joint observations of group activities with the manager.
- Parents and grandparents shared their views of the setting with the inspector.
- 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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