

Inspection of Greencoat Nursery at Billesley Ark

Malachi Community Trust, 725 Yardley Wood Road, Birmingham B13 0PT

Inspection date: 11 April 2024

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

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this welcoming, friendly and inclusive nursery. They leave their parents and carers with ease and settle quickly to their chosen activities. Staff provide children with an interesting environment that sparks their curiosity. For instance, children enthusiastically explore herbs and flowers, using them to push and poke into play dough. Children develop their own thoughts and ideas as they start to form animal shapes and make animal noises.

Children learn effectively about the importance of a healthy lifestyle. Staff members are highly committed to supporting children to develop healthy eating habits. For example, children are consistently supported to try new foods. Staff skilfully encourage children to get involved with the preparation and serving of snack. Children understand the importance of drinking water to remain hydrated, and remind each other to do so. Staff teach children, through play, about the importance of oral health. Children are proud to tell staff that they have cleaned their teeth at home.

Staff ensure that children have the opportunity to make choices in their play. The interesting learning environment ensures that children can see what is on offer and enables them to lead their own play. For example, children negotiate rules and take on pretend roles in the thoughtfully resourced home corner.

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

- The manager and staff are extremely passionate about the care and education they provide for children and their families. As a team, they regularly meet to discuss the curriculum and each individual child. Staff carefully think about the skills and attributes they would like children to achieve before they move on to the next stage of their education. This then feeds into the opportunities and learning experiences they provide.
- Staff are exceptionally committed to their own professional development. The manager is an excellent role model and encourages reflective practice. She expertly enables staff to become highly involved in decision-making, and together they consistently drive improvement.
- Children with special educational needs and/or disabilities (SEND) benefit from the knowledge and skill of the special educational needs coordinator (SENCo). She acts promptly and with integrity to ensure that children receive the support they need. The nursery works in successful partnership with external professionals to enable children with SEND to make the best possible progress.
- Children benefit from spending long periods of time engaged in outdoor learning. Staff provide a range of interesting and open-ended materials in the garden. They skilfully engage children in many opportunities to develop their

physical strength and stamina through active play. Together with staff, children visit the large common adjacent to the nursery every day. They look for bees and butterflies, and delight in splashing in puddles.

- Staff support children's development of communication and language. They ensure that children hear the correct pronunciation of words and extend their vocabulary through a varied range of experiences. However, when asking questions, staff are sometimes more intent on their own agenda, such as asking about numbers and colours, than following children's play. This can somewhat interrupt children's thoughts and responses. That said, children develop as confident and thoughtful communicators.
- Staff use thoughtful teaching methods to support children to acquire and practise new skills. They are excellent role models and ensure that care routines are respectful and unhurried. This enables children to develop excellent self-care skills. Staff provide gentle instructions and appropriate support to encourage children to carry out tasks for themselves.
- Staff provide high-quality experiences for children to learn about the world around them. For example, children are fascinated by the tadpoles when returning to nursery after the Easter break. Older children happily share their knowledge of the life cycle of the frog with their peers. They delight in seeing the transformation that has taken place.
- Parents are happy with the service provided. They comment positively on the trusting and respectful relationships that staff develop with the whole family. Children arrive happily and staff persevere to ensure that they become settled and secure during their time at the nursery.

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:

- help staff to ask more appropriate questions in response to children's play, to extend learning even further.

Setting details

Unique reference number	2661564
Local authority	Birmingham
Inspection number	10333048
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	22
Name of registered person	Greencoat Nursery CIC
Registered person unique reference number	RP552137
Telephone number	07858100777
Date of previous inspection	Not applicable

Information about this early years setting

Greencoat Nursery at Billesley Ark registered in November 2021. It is located in Birmingham. The nursery employs three members of childcare staff. Two members of staff hold a relevant childcare qualification at level 3 and one at level 6. The nursery is open from 9am to 3pm Monday to Friday during school term time. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the 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 SENCo 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 spoke to several 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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