

Inspection of Kangaroo Pouch At Great Bridge

57 New Road, Tipton, West Midlands DY4 7BX

Inspection date: 13 August 2025

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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in this nursery due to the kind, caring approach of staff who respond sensitively to their emotional needs. On arrival, families are warmly greeted, and children separate from their parents with confidence. Well-planned settling-in sessions and an effective key-person system mean that staff know each child well, helping them to build strong, trusting relationships. Consistently positive and nurturing interactions support children's emotional well-being and sense of security. As a result, children are eager to attend and enjoy their time at nursery.

The environment is well resourced and carefully organised, allowing children to make independent choices and supporting all areas of their learning and development. Staff have a strong understanding of each child's needs and stage of development, providing a broad range of engaging resources and activities for them to explore. Toddlers develop their hand-eye coordination and physical skills during a messy play activity as they use a variety of tools to scoop up cereal, filling and transferring it between containers. Staff sit at the children's level and readily engage in their play, for example by becoming customers in a 'beauty salon'. Older children immerse themselves in imaginative play. This encourages children's creativity and supports the development of their social skills.

Staff help children understand and express their emotions using clear, simple language. Calm areas and resources such as coloured monsters and related stories support children to recognise, name and begin to manage their feelings.

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

- Children with special educational needs and/or disabilities (SEND) receive tailored support through strong partnerships between staff, parents and professionals. By working closely with families and external agencies, staff promptly and effectively identify and address each child's individual needs. This includes the use of any additional funding to further support children's development. As a result, children with SEND make good progress from their starting points.
- Staff offer a broad range of purposeful play experiences that promote children's development across the curriculum. However, some adult-led group activities are not sufficiently differentiated or clearly focused on intended learning. Large group sizes reduce engagement for some children, and some activities are not always well matched to individual needs or suitably challenging. As a result, valuable opportunities to extend learning, such as exploring colour mixing or discussing the properties of shapes, are missed.
- Leaders demonstrate a strong commitment to continuous improvement, providing staff with regular training, guidance and opportunities to develop their

skills. Effective communication and partnerships with parents further support children's learning and development. Parents value the care and attention staff provide and are confident their children are safe, happy and well supported.

- Staff prioritise children's communication skills from the earliest stages. For example, they model animal sounds with younger children during shared reading and introduce new vocabulary through real objects and actions, such as naming a 'colander' or mixing ingredients while saying 'mix' during play. Singing, rhymes and shared reading are woven into daily routines, where songs are used to support transitions. As a result, children develop strong communication skills and a broad vocabulary.
- Staff make effective use of the outdoor environment to enrich learning. Children of all ages play and explore together, deepening their understanding of nature and the world around them. The transformation of the mud kitchen into a 'science lab' in response to children's interests sparks curiosity and encourages problem-solving as they experiment with transferring liquids using pipettes, tubes and jugs. Growing areas enable children to develop responsibility and care as they nurture plants, harvest produce and discuss how they grow.
- The nursery has simple, age-appropriate expectations for children's behaviour. These are based on respect for others and the environment, such as 'kind hands' and good tidying. However, these are not consistently applied across the setting. For example, children are not asked to tidy up after an activity finishes or before lunch. This means that children do not fully understand the expectations.
- Staff promote healthy habits effectively and support children's growing independence in self-care routines, including toileting and feeding. Children have access to fresh drinking water throughout the day, and staff sit with them at mealtimes to encourage healthy choices through meaningful conversations. As a result, children develop self-care skills and build the confidence to make age-appropriate choices that support their personal development.

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:

- improve the planning of adult-led group activities by tailoring them to individual learning needs, ensuring all children can participate meaningfully and make the best possible progress
- ensure behaviour expectations are consistently reinforced across the setting so they are clearly understood by all children.

Setting details

Unique reference number	EY545851
Local authority	Sandwell
Inspection number	10399001
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	0 to 4
Total number of places	69
Number of children on roll	38
Name of registered person	Kangaroo Pouch Limited
Registered person unique reference number	RP531190
Telephone number	0121 531 7780
Date of previous inspection	15 November 2019

Information about this early years setting

Kangaroo Pouch At Great Bridge registered in 2017. The nursery employs 11 members of childcare staff, nine of whom hold appropriate early years qualifications at level 2 and above. It opens Monday to Friday, from 7.30am until 5.30pm, all year round. The nursery provides funded early education for eligible children.

Information about this inspection

Inspector

Sarah Dukes

Inspection activities

- The inspector viewed the nursery 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.
- Staff spoke to the inspector during the inspection.
- 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 with the leaders about the leadership and management of the nursery.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out joint observations together.
- The inspector took account of the views of parents about the nursery.
- 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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