

Inspection of Little Men and Misses Children's Day Nursery @ Frankley Beeches

420 Frankley Beeches Road, Birmingham B31 5NJ

Inspection date: 29 June 2023

Overall effectiveness	Outstanding
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

Children happily part with their parents at the door and are welcomed by the friendly, caring staff. They arrive ready to learn and take part in an exciting range of carefully planned activities, both indoors and outdoors. For example, children build train tracks, 'cook' in the 'kitchen', look through books, sing songs on the 'stage', climb to slide down, and ride bicycles. Children show how safe they feel as they move around with great confidence and self-esteem. They make independent choices about their play as they explore.

Staff spend time getting to know children and their families. Parents are invited to attend workshops and make crafts with their children. Staff find out what children know before they start, and they work extremely closely with parents to track individual learning targets. This helps the children to have the best possible start to their early education.

The children's behaviour is excellent. Staff are wonderful role models and demonstrate good manners. They are extremely polite and respectful towards each other and the adults in the environment. For example, they share the play dough, take turns using the cutters and ask, 'Can I have it next please?' Children develop a love of nature and the outdoors. They play very well together and are given plenty of praise. They show excitement as they dig up worms and bugs from the garden. They talk about how worms like to eat leaves, and they use mathematical language, such as 'lots' and 'more', as they find leaves to feed the worms. They confidently handle the worms and look at them through a magnifying glass.

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

- The provider works with staff and parents to identify a clear, ambitious curriculum that covers all seven areas of learning. The curriculum is child-led and sequenced to build on children's knowledge and skills. Staff work in partnership with parents and other professionals. This allows staff to create clear targets and strategies to support the children. Staff follow children's interests and curiosity. This empowers children and builds confidence and self-esteem.
- Staff place a strong emphasis on helping children to develop their communication skills. Staff are guided by the children and find ways to incorporate learning as children play. They introduce new vocabulary and expertly ask questions to develop children's thinking skills. Children's communication skills develop rapidly due to the language-rich environment. This allows children to learn the necessary skills needed to support their learning further.
- All children are motivated and remain engaged in their learning. Staff plan a wide range of interesting experiences, and they allow children to develop their

curiosity. Children are confident in asking questions and often ask 'Why?' when given information. Staff respond and engage children in conversation skilfully. For example, children look at plants collected from the garden and talk to staff about how they are different. Children say, 'It's rosemary,' and excitedly approach adults to smell the plants. This allows children to maintain their focus and enthusiasm for learning.

- Staff respect children and allow them to make their own choices and decisions. For example, they ask children for permission to change their nappies and, if they are happy to be taken, to use the toilet. Staff understand how this helps children to learn respect for their bodies. This helps to develop children's confidence and understanding of personal care from a young age.
- Staff help the children to manage risks in their play. Staff supervise the children well and remind them of risks and how to stay safe while they play. For example, they use a real toaster to make breakfast together in the morning. This increases children's learning opportunities and develops their confidence.
- The provider supports the staff's well-being and their continued professional development. Staff are given opportunities to complete online courses and benefit from peer support. For example, peer observations are carried out regularly to help staff reflect on their practice and develop their skills further. This helps the provider to retain a skilled team that provides children with exceptional care and learning experiences.
- Children with special educational needs and/or disabilities (SEND) are supported very well. The special educational needs and disabilities coordinator actively engages with outside agencies. She ensures that children with SEND have detailed development plans in place. She supports staff in implementing strategies that support children's development. For example, staff use single words and sign to support the communication of non-verbal children. This helps children with SEND to make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team ensure that children's safety and well-being are highly prioritised. Staff carry out daily risk assessments to ensure that the environment is clean, safe and secure before the children arrive. Staff understand their responsibility to keep children safe and are extremely knowledgeable about safeguarding children. All staff have an up-to-date paediatric first-aid certificate. They know the procedure to follow should they have concerns about a child or if an allegation is made against a member of staff. Regular training and ongoing reflection at staff meetings ensure that staff's knowledge is up to date. Parents comment on the thorough systems that are in place, including a password and identification system if an unknown adult comes to collect their child.

Setting details

Unique reference number	2637176
Local authority	Birmingham
Inspection number	10285698
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	20
Name of registered person	Little Stars Educational Services Ltd
Registered person unique reference number	RP903095
Telephone number	01527527333
Date of previous inspection	Not applicable

Information about this early years setting

Little Men and Misses Children's Day Nursery at Frankley Beeches registered in 2021 and is located in Birmingham. It is open each weekday from 8am until 5pm, term time only. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs seven members of staff; of these, three are qualified at level 6, and three hold level 3 qualifications.

Information about this inspection

Inspector

Naziha Amin

Inspection activities

- This was the first routine inspection the provider 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 nursery.
- The manager and the inspector completed a learning walk. The manager talked to the inspector about their curriculum and what they want children to learn.
- Parents shared their views of the nursery with the inspector.
- The inspector held discussions with the management team, staff and children at appropriate times 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 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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