

Inspection of The Courtyard Nursery School

Eastcote Place, Barston Lane, Solihull, West Midlands B92 0HS

Inspection date: 3 June 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Staff create exceptionally close bonds with children at this nurturing nursery. They talk about the children with pride and joy, and parents feel that the staff love their children as if they were their own. Children are extremely happy and confident at the nursery. For example, they approach visitors to show them their favourite toys or ask them questions. This shows that the children feel very safe and assured within their environment. Staff have consistently high and clear expectations of children's behaviour. They frequently and sensitively explain to children why behaviour rules are in place and talk about the impact that their behaviour has on others. For example, when a child raises their leg on the carpet, a staff member explains how this may impact on the person next to them.

The curriculum is rich, broad and highly responsive to each child. It is based on staff's in-depth knowledge of the children's individual needs, interests and experiences. Staff provide a highly stimulating environment, which helps them to deliver their intended curriculum exceptionally well. They plan exciting activities that interest and inspire the children. For example, babies explore herbs and play dough, and older children plant and grow their own herbs and sunflowers. Staff organise an extensive range of high-quality natural and man-made resources for children to self-select. This ignites children's curiosity, investigative and problem-solving skills as they develop a sense of awe and wonder about the world. Children flourish at this nursery and are well prepared for their next stage in learning.

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

- All staff have an excellent understanding of the curriculum priorities and what they mean for their practice. They skilfully observe, assess and plan for children's next steps in learning. They plan challenging activities with accurate and clear learning intentions, which they implement precisely. This ensures that children's individual needs are catered for exceptionally well and that gaps in learning are swiftly identified and acted on.
- Staff expertly use highly effective teaching techniques. For example, babies benefit from clear and explicit modelling of how to roll, pinch and stretch play dough. This helps them to understand new concepts and attempt new skills. Older children engage in deep discussions with staff about their interests and experiences. For example, one child spoke about the tall buildings he saw on holiday. Staff later refer to this when building towers from cubes and encourage him to draw a picture of the buildings. This helps children to connect their experiences and makes learning meaningful.
- Staff place a strong emphasis on children's emotional well-being. Children learn to recognise, name and understand their emotions through story times, activities and interactions. When a child struggles to regulate their emotions, staff take

swift and compassionate action to support them. This creates a calm and respectful environment where every child is valued and able to thrive.

- Developing a love for books and reading is at the heart of the curriculum. Cosy and attractive book corners are provided in every room and outside area. Throughout the day, staff read high-quality books and orally retell traditional tales such as 'The Gingerbread Man'. They use soft toys, props and gestures that excite, engage and help children to understand new ideas, concepts and vocabulary.
- Children with special educational needs and/or disabilities (SEND) receive excellent support. Specialist staff work closely with parents and external professionals to ensure children receive the support they need so that they make remarkable progress.
- Leaders and managers are passionate about the service they provide. They are highly skilled and knowledgeable. They continuously disseminate their expertise across the team through supervisions, regular meetings and ongoing, focused and highly effective professional development. Leaders encourage and give time for staff to progress to the next level of their career. Practitioners' subject knowledge and practice consistently build and develop over time and lead to highly qualified and motivated staff.
- Parents are extremely complimentary about the nursery. They are 'amazed' with what their children learn and the progress they make. Parents feel they are kept very well informed about their children's learning and experiences, and they are invited into the setting daily and for special events. Many families have had children attend since the nursery opened, and parents regularly recommend it to family and friends.

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	EY548905
Local authority	Solihull
Inspection number	10358924
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	44
Number of children on roll	59
Name of registered person	Pathways Nurseries and Childcare Centres Limited
Registered person unique reference number	RP905164
Telephone number	0121 3898678
Date of previous inspection	12 December 2019

Information about this early years setting

The Courtyard Nursery School registered in 2017 and is located in Solihull, West Midlands. It is one of five settings run by Pathways Nurseries and Childcare Centres Limited. The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two at level 5, four at level 3 and one member of staff is unqualified. The owner holds qualified teacher status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides government-funded early years education for eligible children.

Information about this inspection

Inspector
Caroline Albanese

Inspection activities

- The acting manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The acting manager, area manager and the inspector carried out a joint observation of teaching and learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with the acting manager and director about the leadership and management of the nursery.
- Staff 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.
- Parents shared their views of the nursery with the inspector.

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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