

Inspection of The Sanctuary Day Nursery

69 Whitehouse Common Road, Sutton Coldfield B75 6EY

Inspection date: 12 June 2025

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

The caring and nurturing staff create a warm, welcoming space where children settle easily. Staff plan learning opportunities based on children's interests. For example, children play with dinosaurs in gloop and name the dinosaurs from a book. Staff encourage learning through plenty of talk and questions. This helps children explore new ideas.

Staff enrich children's learning by exploring different cultures and festivals. They also hold regular music sessions led by a music teacher to help children learn new words and use them in play. Children enjoy lively music sessions where they can sing and express themselves with their friends. These activities support the development of language skills and foster a sense of community.

A well-established routine allows children to understand what is expected of them at different times through the day. During play, staff teach children to take turns and use sand timers to explain waiting. Staff praise children when they show kindness and good behaviour. These strategies help children grow in confidence and learn to respect each other. As a result of the strategies in place, children build on their confidence and ability to build relationships.

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

- Leaders have planned a thoughtful curriculum that supports children's personal, social and emotional growth. It also strengthens their language and communication skills. Leaders focus on following the interests of the child for age-appropriate progress. For example, they choose resources carefully, such as the type of cutlery used at mealtimes for each age group. This careful planning helps meet children's needs at every stage of their development.
- The curriculum for mathematics is implemented well throughout the setting. As younger children scoop sand, staff encourage them to think how many more scoops they need and if the cups are empty or full. Older children measure the sunflowers and compare the height to consider which plant is the tallest. As a result, children continually develop their knowledge and skills in mathematics.
- Staff interact warmly and supportively with children. They join in play and answer questions, which helps children enjoy learning. However, staff do not always notice when children are not engaged fully in their learning or lose focus. Consequently, valuable learning opportunities are sometimes missed.
- Staff speak confidently about what children know and what they are learning next. Staff also explain how they support this progress. However, some learning goals are too broad, and next steps for learning are not precise enough to fully ensure children make even better progress.
- Children behave well and listen to instructions. Staff help them to understand

their feelings and manage their behaviour. They use tools, such as 'colour monsters', to guide children when they find their emotions are hard to name. This helps children to think about their actions and how they affect others. As a result, children grow in self-awareness and empathy.

- Staff are eager to give children real-life experiences. They help them grow plants and teach them how to care for them. Children use spray bottles to water the plants, and they talk about how they grow. Staff also incubate chicken eggs, and the children help care for them until they hatch. Children go on local trips to places like the library and post office. These hands-on activities help children learn about the world around them in a meaningful way.
- Parents and staff work well together. Parents say they are kept informed about their child's progress and daily needs. Staff meet with parents often to talk about each child's development and how parents can help support children's learning at home. Parents describe staff as helpful and supportive. This builds strong parental involvement.
- Strong processes support children with special educational needs and/or disabilities (SEND). Leaders and staff work closely with parents and professionals to provide early and effective support. Staff set realistic but challenging goals to help children with SEND make progress. This helps to ensure each child receives the support they need to succeed.

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:

- support staff to recognise and respond swiftly when children become disengaged or lose interest, to help capture and maintain children's focus on learning
- develop staff's knowledge and ability to work towards children's next steps targets more precisely.

Setting details

Unique reference number	2783824
Local authority	Birmingham
Inspection number	10396563
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	49
Number of children on roll	60
Name of registered person	The Sanctuary Day Nursery Limited
Registered person unique reference number	2783823
Telephone number	0121 759 7709
Date of previous inspection	Not applicable

Information about this early years setting

The Sanctuary Day Nursery registered in April 2024 and is situated in Sutton Coldfield. The nursery operates all year round, Monday to Friday, from 7.30am to 6pm, except for bank holidays and one week at Christmas. The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications from level 1 to level 6. The setting provides funded early education for all eligible children.

Information about this inspection

Inspector
Naziha Amin

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 and manager carried out joint observations of group activities.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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