

Inspection of Broadheath Day Nursery

Berry Lodge, Martley Road, Worcester, Worcestershire WR2 6RF

Inspection date: 14 March 2023

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 nursery. Children explore different activities staff plan for them. For example, they concentrate as they fill and empty their trucks with cereal and roll over it to hear it crunch. Children use their imagination as they discover toy animals in the safari. They describe the different textures they feel, such as 'spiky' and 'rough', as they touch the scales on the crocodile's back. This helps children to develop a broader vocabulary. Children share their excitement about an acorn. They learn about growth as they watch it change and sprout roots into the clear bottle. Children enjoy talking about how the acorn has changed, which helps to develop their early understanding of the world around them.

Children behave well. Staff are consistent when they manage children's behaviour as conflict arises. They provide children with age-appropriate explanations of their expectations for their behaviour. This helps children to understand the boundaries in place at nursery. Children giggle in delight as they actively scoot around on their bicycles in the garden. They chase each other as they play games together and form friendships. Younger children develop their curiosity as they make choices from a song bag. They anticipate what song will come next and share their sheer delight of the choice they made when they show their character from the bag.

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

- Managers have made recent changes to their curriculum. They have identified how they want to develop this further to ensure they are providing children with even broader experiences. Staff share this vision and support children to be independent and curious learners.
- Older children eagerly explore and learn about different habitats that animals live in. They describe the different textures they feel, such as 'sticky', when scooping in the mud. However, at times, younger children occasionally lose interest in their environment. This is because staff have not always planned activities as well as they could to help develop children's learning even further. For example, on occasion, some activities lack challenge to support children to further extend their skills and knowledge.
- During the day, staff support children with transitions by following specific routines. This helps children to know what is happening next. However, on occasion, some children sit for extended periods of time and begin to lose concentration. For example, children enjoy a singing session which then leads to a story. However, some younger babies become restless, and staff do not always adapt their teaching quickly enough to fully meet their needs.
- Staff regularly assess children's progress in their learning. They review their next steps and provide different activities to help close gaps in their learning. The

special educational needs coordinator (SENCo) works closely with staff and other professionals to ensure that children receive the right support at the right time. This supports all children to make good progress in their development.

- Managers regularly observe staff in practice. These observations form part of the ongoing support that staff receive to raise the quality of education for children. Staff meet with the manager during their supervision meetings to discuss their key children as well as any training needs for their professional development. Staff share positive feedback for the support they receive.
- Partnership with parents is strong. Parents speak positively about the care their children receive. They say their children are happy at the nursery, and they receive regular updates about their learning. Staff share activity ideas with parents to extend their child's learning at home.
- Children enjoy home-cooked meals. Staff follow robust allergy management procedures to ensure that children eat the right foods. Before mealtimes, children follow good handwashing routines. Staff talk to children about the importance of handwashing before they eat. This helps children to develop their understanding of self-care routines.
- Staff support children well to develop their skills in preparation for going to school. They support children to build on their confidence and learn about their feelings. Staff talk to children about how they are feeling and help them to understand this. They provide them with ways to overcome their feelings when they feel unsure. This helps children to develop their emotional resilience.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of how to follow procedures should they have a concern about a child's welfare. They know how to report concerns about a person in a position of trust to the local authority designated officer. Staff carry out robust risk assessments of the environment to ensure it is safe for children when they play. Staff help to support older children to manage their own safety during activities. Managers follow robust safer recruitment procedures. This ensures that all staff working with children have appropriate checks in place.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- further develop staff's knowledge of how to effectively plan even more challenging experiences that reflect the needs and interests of all children
- refine the organisation of routines so that children, particularly the youngest, fully engage in their learning at all times.

Setting details

Unique reference number	2603657
Local authority	Worcestershire
Inspection number	10263560
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	1 to 4
Total number of places	60
Number of children on roll	40
Name of registered person	Nuttall, Kathryn
Registered person unique reference number	2603658
Telephone number	01905 641415
Date of previous inspection	Not applicable

Information about this early years setting

Broadheath Day Nursery registered in 2020. Sessions run from 7am until 7pm, Monday to Friday, except for bank holidays. There are 10 members of staff. Of these, five hold appropriate early years qualifications at level 6, two at level 3 and one at level 2. The manager holds qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- 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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