

Inspection of Early Nurture Pre-School

Anglesey Junior School, Nursery Road, Hockley, BIRMINGHAM B19 2YA

Inspection date:

25 March 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

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children and their families are at the centre of this exceptionally welcoming setting in which all children thrive. Staff are highly committed to providing extremely high-quality levels of care and education. They truly nurture the children in their care. The exceedingly warm, trusting relationships between staff and children are immediately evident. Children are eager to enter the setting and enjoy playing and learning along with their friends. They enjoy playing outside and become thoroughly engrossed as they take on roles and develop their imagination as they pretend to be firefighters.

Staff plan a broad and ambitious curriculum, which is designed to meet children's individual learning needs. They know each child incredibly well and skilfully adapt their interactions and provision to ensure that all children's individual learning needs are met. As a result, children are highly engaged and motivated to learn. Consequently, they make excellent progress and are ready for the next stage of their learning.

Staff are wonderful role models. They skilfully support all children to recognise and understand their own emotions, and teach them the importance of showing respect for others. As a result, children are respectful and considerate of others. Children show a clear understanding of the expectations of their behaviour. For example, they share resources and patiently wait their turn in group activities. Children's behaviour is exemplary.

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

- Staff provide extensive opportunities to support children's physical development and recognise the importance of developing children's fine motor skills. They provide opportunities, such as manipulating dough, to strengthen children's small hand muscles that they will need for later writing. Staff follow children's initiative to lead outdoor physical activities, where they move their bodies in different ways and notice the effect that exercise has on their heart rates. Furthermore, staff actively encourage children to be independent in self-care routines, such as handwashing and wiping their own noses. This has a positive impact on children's growing confidence and self-reliance, and prepares children well for later life.
- Staff are excellent role models for children. They expertly model important skills, such as using good manners. They skilfully teach children to identify their emotions through the use of familiar stories and characters, incorporating these into the play provision. Children make links between their own feelings and colours. For example, they say they are green because they feel calm. Staff are quick to recognise and praise children's efforts and achievements, which boosts

children's self-esteem. The high levels of engagement throughout the day is a clear indicator of children's extremely positive attitudes to their learning.

- The setting offers an extremely well-resourced and stimulating environment that captivates children's interests and enables them to make independent choices about their play, such as creating observational paintings of daffodils or making a drum kit with pots and pans. Staff also deliver thoughtfully planned activities based on children's interests and recent assessments. This ensures that learning experiences are engaging and meaningful. For example, children use their physical skills to cut and slice different fruits and vegetables using a variety of tools. Staff skilfully extend this and incorporate other areas of learning into activities. For example, they encourage children to use mathematical language as they compare sizes and mass, and to extend their vocabulary when describing how something tastes, feels or smells. As a result, all children make significant progress in all areas of their learning.
- Children with special educational needs and/or disabilities (SEND) are exceptionally well supported. Staff undertake training and work closely with parents and other professionals to enable them to create individual learning support plans for children with SEND. They use additional funding to ensure that children with SEND have the resources and support they need, such as one-to-one interactions to boost their communication and language development. As a result, children with SEND access learning alongside their peers and make excellent progress from their starting points.
- Staff offer a wide range of experiences to support children's wider personal development. For example, regular outings in the local community and acknowledgement of cultural celebrations, such as Ramadan and Chinese New Year further enrich the curriculum. Staff also provide children with unique experiences, such as a trip to Blackpool, and are looking forward to taking them in a visit to the Houses of Parliament in the near future. This nurtures a strong understanding of their local community and wider world extremely well.
- Staff are relentless in their pursuit of continual improvement of their already excellent provision. They build exceptionally strong partnerships with parents and work closely with them. For instance, staff recently organised a multilingual parent workshop with local doctors to inform parents of the importance of vaccinating their children. Parents are overwhelmingly complimentary about the setting. All staff benefit from regular monitoring of their practice and training that enables them to deliver consistently high levels of care and education, thereby ensuring the best possible outcomes for children.

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	2712695
Local authority	Birmingham
Inspection number	10380390
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	28
Name of registered person	Bi, Shabnum
Registered person unique reference number	2712694
Telephone number	0121 464 4382
Date of previous inspection	Not applicable

Information about this early years setting

Early Nurture Pre-School registered in 2022. The setting is in the Hockley area of Birmingham. There are three members of staff, of these two hold relevant childcare qualifications at level 6. The setting operates Monday to Friday during term time only, from 9am until midday and from 12.30pm until 3.30pm. The setting receives funding to provide early education for children from 2 to 5 years of age.

Information about this inspection

Inspector

Sarah Dukes

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 their children to learn.
- 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 observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025