

# Inspection of Hamd House Nursery - Alum Rock

72-78 Wright Road, Alum Rock, Birmingham B8 1NS

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Inspection date: 22 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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**

Children make exceptional progress at this nursery. Leaders and staff are passionate about their roles and the positive influence they can have on children's educational experiences. Children do very well and have high levels of confidence. They are excited and enthusiastic to learn. On arrival, children settle quickly and become immersed in learning. Children are happy and secure. Children with special educational needs and/or disabilities (SEND) receive excellent support. Staff provide very strong support for children's emotional well-being. They are kind, caring and speak gently to children. Children smile with joy as they experience activities that teach them the skills they will need to acquire for their next stage of learning. Children play harmoniously. Their behaviour is exemplary. Children learn simple rules that they can apply to different situations. They quickly learn to regulate their own behaviour. Children use what they know about the world as they explore sea animals and fish in the water play. They skilfully manipulate fishing rods to 'catch' each one. Expert teaching encourages children to make comparisons and look at differences. A sharp focus on language introduces a wealth of words that children seize upon and repeat. Children develop very good early mathematical skills. More able children begin to count in reverse.

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

- The curriculum is highly focused on what the children need to learn to make the very best progress. It takes account of the knowledge children arrive with very well. Staff are highly skilled and qualified. Leaders invest in the continued professional development of the team. They hold a shared vision of excellence for all children attending. Superb support for children's emerging language is a key element in its success. Staff are excellent role models. They introduce phonics to teach children how to form words. Children sound out words. They use claps to practise the rhythm of the word. Older children become excellent communicators. All children have a 'can do' attitude to learning.
- Teaching is highly effective. It extends and consolidates what children know. Assessments are accurate and focus precisely on each child's next steps. Children show high levels of concentration. They share their own experiences. Children know where they live, 'in Birmingham'. They show a keen interest in the wider world. Leaders and staff have very high expectations for all children to be the very best they can be.
- Staff teach children about different people, communities and traditions outside of their own experiences. Children experience the wider community. They make visits to places of interest. This helps to raise children's understanding of different roles and people who help us. Children actively take part in learning to care for their environment. In the local area, children engage in 'litter picking'. They develop a sense of pride about where they live. This helps to raise

children's self-esteem and sense of achievement.

- Children learn about democracy and respect. From an early age they think about what they would like to do. Staff teach children that their views are important. Children take part and vote to decide on what each group does next. As such, children learn to take account of the views and feeling of others very well. They take turns and share. Children expertly manage their own feelings and emotions.
- Excellent health care practices teach children about their own well-being. Children learn about exercise and the impact this has on their bodies. Children develop their large muscles as they run and play. Staff help children to understand how their bodies work. Staff talk to children about their heart, and how this beats faster when they run. Children practise cleaning their teeth and learn about the importance of healthy eating. Staff teach children about 'good vitamins' in food, to make them strong and healthy.
- Partnership with parents are excellent. Parents report how well their children do at the nursery. They cannot speak highly enough of the impact the nursery has on their children's learning. Parents comment on how well the nursery supports children's emerging speech. Extended family have opportunities to visit and learn together with their children. Very effective relationships with a range of other professionals consolidate children's smooth transition to their next stage of learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

A keen focus on staff's already good knowledge of safeguarding supports them to keep up-to-date with any new information and changes. They demonstrate a thorough understanding of the signs and symptoms that may indicate that a child is more vulnerable to risk of abuse. Staff are familiar with local procedures and their role and responsibility to keep children safe. Leaders maintain a good overview of any concerns to support the staff team. Staff are vigilant in undertaking regular risk assessment of the premises and activities children take part in. The premises are secure and close monitoring at arrival and departure times ensures that children are met safely by parents and carers.

## Setting details

<b>Unique reference number</b>	EY462651
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10116402
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	142
<b>Name of registered person</b>	Hamd House School Ltd
<b>Registered person unique reference number</b>	RP532588
<b>Telephone number</b>	07971 574828
<b>Date of previous inspection</b>	2 October 2013

## Information about this early years setting

Hamd House Nursery - Alum Rock re-registered in 2013. It is one of five nurseries owned by the same company. The nursery employs 20 staff to work with children. Of these, the provider holds qualified teacher status, six staff hold qualifications at level 6, two at level 5, 10 at level 3. One member of staff is not qualified in childcare. The nursery opens on Monday to Friday, from 8.50am to 11.50am and from 12.50pm to 3.50pm in term time only. The provider is in receipt of funding for the provision of free early education for children aged two-, three- and four-years-old.

## Information about this inspection

### Inspector

Yvonne Johnson

## Inspection activities

- A learning walk of the nursery was completed with the leaders. It considered how leaders decide on the intent and implementation of the curriculum. They discussed how they review the impact this has on children attending and their future learning.
- The inspector observed children taking part in activities. She spoke to the staff and children at appropriate times during the inspection. The inspector also took account the views of parents and carers whose children attend the setting.
- The manager and inspector undertook a joint observation of practice. The manager evaluated the quality of teaching and the impact teaching has on children's learning.
- A range of documentation that supports the safe and efficient management of the nursery was viewed. This included evidence of suitability checks on adults working with children and a sample of policies and procedures. The inspector also looked at learning plans and children's records of progress.

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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