

Hamd House Nursery - Sparkhill

177 Woodlands Road, Sparkhill, Birmingham B11 4ER



Inspection date	12 February 2019
Previous inspection date	10 October 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders and managers who work directly with children demonstrate an uncompromising pursuit of excellence. They are passionate in their aim to give all children the very best start in life. This passion is reflected in all staff's practice. As a result, all children who attend the setting receive high-quality learning experiences.
- The systems to plan, deliver and monitor the curriculum are exceptionally successful. They provide a holistic approach to teaching so that children are immersed in an array of rich learning opportunities for the majority of the day. This helps all children to make consistently high rates of progress, including those whose starting points are lower than expected and those with special educational needs and/or disabilities (SEND).
- Staff use their bilingual skills exceptionally well. This diminishes the barriers to learning normally faced by children who arrive at nursery for the first time with no or very little spoken English. Staff model excellent English-speaking skills. They are highly successful in helping children to learn to speak a good standard of English.
- Children's emotional security is extremely well supported by the sensitive and caring nature of all staff. Staff place the highest priority on helping children to play together and learn from each other. Children settle swiftly and their social skills are highly developed.
- Extremely successful strategies are used to engage parents and to help them to positively contribute to the significant progress their children are making. Comprehensive information is exchanged with parents from the outset. This means individual children's needs are identified early and met exceptionally well. Staff provide tailored and detailed guidance to help parents to support learning at home.

What the setting needs to do to improve further

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

- review the home-time session to assure children's optimum comfort.

Inspection activities

- The inspectors observed activities throughout the inspection. They assessed the quality of teaching and the impact this had on children's learning.
- The inspectors viewed the parts of the premises used by children.
- The inspectors held meetings with leaders and managers.
- The inspectors looked at a range of documentation, including safeguarding records, policies and procedures, and information about children.
- The inspectors took account of the views of parents and children spoken to.

Inspectors

Kamaljit Jandu

Christine Armstrong

Inspection findings

Effectiveness of leadership and management is outstanding

The evidence for the inspection was gathered over two visits on 12 February 2019 and 13 March 2019. Leaders and managers have an in-depth understanding of the local community. Leaders implement a highly focused and effective performance management programme. Consequently, staff are extremely motivated, knowledgeable and effective in their role. Accurate self-evaluation achieves the highest quality of teaching and learning. Children's progress is closely monitored by managers and staff. Leaders acknowledge the benefit of a review of the organisation of home time to enhance children's comfort as they are learning. Safeguarding is effective. Managers and staff have an excellent knowledge of safeguarding policies and procedures. This includes whistleblowing. Robust recruitment procedures ensure the ongoing suitability of staff.

Quality of teaching, learning and assessment is outstanding

Staff have the highest expectations for children's learning. Managers use their expert knowledge to devise lesson plans, which provide staff with an array of ideas for creative and imaginative activities. Plans focus strongly on helping children to learn rich vocabulary, mathematical and literacy skills. Staff specifically tailor these plans to build upon what children know and can do and include current interests and experiences. This results in an admirable programme of daily activities that include a good balance of adult-led and child-initiated learning. Children take part in a broad range of highly challenging activities that stretch their imagination and motivation to learn. Staff focus on encouraging children to take the lead in their learning. They help children to re-tell, re-enact and explore in detail the story of Goldilocks. Children learn to use pictures and print to translate and reflect real-life experiences, such as finding the right size items.

Personal development, behaviour and welfare are outstanding

Children behave exceptionally well. They sit and listen intently and become highly engaged in conversations and activities. Children are eager to help adults and other children. They respond swiftly to adults' requests and work together on tasks, such as tidying away. Children show high levels of self-control, even when they are eager and excited about activities. They develop a positive sense of themselves. They make decisions about their activities by voting. They are eager to have a go and show adults and other children what they know and can do. Children continually learn about the wider world, including communities beyond their own. They learn about people who helps us, such as the police. They make trips into the local communities to visit shops and churches. Staff continually extend children's understanding of healthy living. Children take part in experiments and use glitter to extend their understanding of how germs spread. They know that vitamins and minerals, such as potassium, are in fruit.

Outcomes for children are outstanding

Children make excellent progress from their starting points and are exceptionally well prepared for school. Children with SEND make significant gains in their development, particularly in their behaviours and social skills. Gaps in learning for funded two-year-old children diminish rapidly. Some older pre-school children exceed the progress expected of them in their mathematical and literacy skills.

Setting details

Unique reference number	EY462653
Local authority	Birmingham
Inspection number	10093403
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	114
Number of children on roll	140
Name of registered person	Hamd House School Ltd
Registered person unique reference number	RP532588
Date of previous inspection	10 October 2013
Telephone number	0121 778 5796

Hamd House Nursery - Sparkhill registered in 2013. It is one of five settings owned by the same company. The nursery operates term time only during the hours of 8.50am to 11.50am and from 12.50pm to 3.50pm on Monday to Friday. It provides funded early education for two-, three- and four-year-old children. The nursery employs 16 members of childcare staff, including the manager. All staff hold appropriate early years qualifications to at least level 3. Of these, 10 members of staff hold an early years degree.

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