Inspection of Hamd House Nursery - Sparkhill

177 Woodlands Road, Sparkhill, Birmingham B11 4ER

Inspection date:	20 November 2024

Overall effectiveness	**Outstanding**
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 and parents are greeted at the door and warmly welcomed into this excellent nursery by staff. Children excitedly leave their parents, eager to discover what enticing learning opportunities are available within their rooms. They enthusiastically start to talk with their friends and access a wide range of different activities and resources. Staff are superb at ensuring all children are settled and ready to start their learning. They are exceptionally caring and nurturing. They go above and beyond to ensure all children feel safe and secure. If children are a little reluctant to join in, staff sit with them and suggest other ideas or a different way of trying. For example, at snack time when children do not want to sit with others as they feel slightly overwhelmed, staff take them by the hand, reassure them and encourage them to eat.

All children enjoy lots of fresh air outdoors. Staff skilfully support children's understanding of the world around them. Children are very motivated to look at and explore the snow that has fallen overnight. Staff expertly use this as a brilliant teaching resource. They encourage children to look at and feel the snow. They talk about how it is cold and explore what happens if they hold it in their hands. Children recall past knowledge they have learned as they talk about the ice they put in their drinks in the summer to keep them cool. Children squeal with delight when a playful snowball fight ensues.

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

- Leaders and staff are passionate about the role they play in shaping young children's lives. High expectations for all children, and a desire for them to succeed and be successful as the next generation of role models, are what drive them to continually provide outstanding and excellent care.
- Highly qualified staff and a programme of extensive professional development equip staff with extensive knowledge about how children develop and learn. Staff report high levels of well-being and say they work together closely as a team. Exceptionally thorough oversight, and reviews of staff practice from leaders, ensures the quality of teaching is consistently outstanding.
- The ambitious and deeply well-thought-out curriculum is adapted to each child's individual needs. Leaders and staff strive for academic excellence. Even the youngest children are learning letter formation and sounds. They can count and recognise colours. Older children can recognise and write their own names. Children are exceptionally well prepared for school.
- Children are exposed to an astounding breadth of language. Staff consistently share and model new language. For example, at snack time, they talk about bananas containing potassium and milk containing calcium for our bones and teeth. Children absorb this information. They repeat the language and talk about

other healthy foods that are good for them.

- Stories are used to inspire children's imagination. They are also used to assist in helping children understand feelings. When reading 'Goldilocks and the Three Bears', the children talk about how and why Baby Bear is upset because his chair is broken. Staff further enhance this opportunity as children suggest ideas and put into practice how they can make Baby Bear happy by mending his chair.
- Children who speak English as an additional language are extremely well supported. Staff use flash cards and put into place intensive one-to-one support. They all receive training in using language tools effectively. Consequently, children make rapid progress in their learning.
- Highly effective assessments ensure any gaps in learning are swiftly identified. Staff gather detailed information from parents and use meticulous observations to assess the progress children make. The nursery has links with other professionals who provide specialist care for children with special educational needs and/or disabilities. It welcomes this collaborative partnership and puts into place individual support plans for children. This ensures all children make the progress they are capable of.
- Partnership with parents is phenomenal. Parents say the nursery and the staff are amazing. They value the support they receive and say that they are made to feel like family. Regular parents' evenings are held termly, where staff share the progress children are making. Homework is sent weekly, and parents receive support with their child's learning at home. Parent workshops are offered, where they can attend and learn information to support them. For example, they learn about oral health and the importance of brushing teeth. The nursery provides a library of books and toys that children can borrow and take home.
- Children's behaviour is exemplary. They demonstrate the characteristics of effective learning extremely well. They sit and listen and follow instruction superbly. Children have a thirst for learning and a desire to be the best they can be. They help each other, work together and, importantly, have fun. Children especially like painting the snow outdoors different colours. They show each other what they are doing and praise each other for their efforts.
- The nursery curriculum is flexible. Staff are brilliant at adapting this for individual children. For example, when children feel under the weather and do not want to go outdoors, staff bring snow indoors for them to explore and build a snowman. This ensures all children have access to the excellent teaching and learning on offer.

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	EY462653
Local authority	Birmingham
Inspection number	10367549
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 at time of inspection	2 to 4
Total number of places	114
Number of children on roll	67
Name of registered person	Hamd House School Ltd
Registered person unique reference number	RP532588
Telephone number	0121 778 5796
Date of previous inspection	12 February 2019

Information about this early years setting

Hamd House Nursery - Sparkhill registered in 2013 and is situated in Sparkhill, Birmingham. The nursery operates Monday to Friday, term time only. Sessions are from 8.50am to 11.50am and from 12.50pm to 3.50pm. The nursery employs 13 members of childcare staff. Of these, one is a qualified teacher, one holds a masters degree in education and five hold a qualification at level 6. All other staff hold an appropriate level 3 qualification. The nursery offers early educational funding to all eligible children.

Information about this inspection

Inspector
Johanna Holt

Inspection activities

- The manager, quality assurance coordinator and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to, or communicated with, the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- 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 carried out a joint observation of a group activity with the manager and quality assurance coordinator.
- Parents shared their views of the nursery 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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