

Beechwood Childcare - Mill Lodge Nursery

Mill Lodge Infant & Junior School, Aqueduct Road, Shirley, Solihull, West Midlands, B90 1BT

Inspection date	13/01/2015
Previous inspection date	13/08/2014

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is consistently good. Staff provide a good range of learning experiences for children, both indoors and outdoors. As a result, children are engaged, motivated and make good progress in their learning.
- Leadership and management is strong and the successful drive for improvement is clear throughout the nursery. The manager supports a highly experienced staff team who work well together to provide good quality care and learning for all children.
- The effective key person approach means children build strong relationships with their key staff quickly. This effectively supports children's emotional well-being.
- Children are protected from harm because all staff place a strong focus on safeguarding children and are fully aware of their responsibilities should any concerns arise. Risk assessment is robust to ensure risks are appropriately managed to keep children safe.

It is not yet outstanding because

- Staff sometimes miss opportunities to enhance children's critical thinking skills to the optimum level to extend their learning further.
- Staff have not yet explored all ways to strengthen partnerships with parents and other settings that children attend, so that there is increased sharing of information focused on children's individual next steps in learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Emma Daly

Full report

Information about the setting

Beechwood Childcare - Mill Lodge Nursery was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of Mill Lodge Primary School in the Shirley area of Solihull. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area for outdoor play. The nursery employs nine members of staff, all of whom hold appropriate early years qualifications, including two at level 6, two at level 4 and five at level 3. The nursery also operates an out-of-school and holiday service from the main school building. The nursery opens Monday to Friday, all year round, closing for bank holidays and a week at Christmas. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 67 children on roll, of whom 38 are in the early years age group. The out-of-school service operates five days a week during school term times and school holidays. Sessions are from 7.45am to 8.45am and from 3.30pm to 6pm during term time, and 8am to 6pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- encourage staff to use every opportunity to enhance children's critical thinking skills to the optimum level, for example, through using skilful questioning
- reflect on ways to develop and strengthen the relationships with parents and other settings that children attend, so that there is a more effective method for regularly sharing information about children's next steps and future learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is consistently good and staff have a good understanding of how children learn and develop. They understand the importance of children developing well in the three prime areas of learning to enable them to move on and make progress in the specific areas of learning. Staff use children's starting points and ongoing assessments to identify children next steps and plan for their future learning. As a result, children are effectively supported in making good progress in all areas of learning. When a child starts at the nursery, staff encourage parents to fill out an 'All about me booklet' and complete a record of what children already know and can do. Staff complete initial observations which are evaluated and all information collected from parents and key persons contribute to

children's starting points. Staff complete ongoing assessments, tracking children's progress regularly. Therefore, staff have a good awareness of their key children's abilities and provide interesting and challenging experiences that meet the needs of all children. Children are motivated and engaged in their learning because staff provide a wide range of resources and experiences. Staff use good teaching methods and question children to extend their learning further. For example, during story times, all staff question children and encourage them to talk about what is happening and what might happen next. Staff support children's conversations, by listening to them and questioning them further, encouraging children to relate to home life and past experiences. However, some staff overlook opportunities to further enhance children's critical thinking skills by extending questioning. As a result, some activities do not provide the highest level of challenge to enable all children to make the best possible progress.

Both the indoor and outdoor environments are stimulating and staff use areas well to ignite children's curiosity and exploration skills. Staff interactions with children are very good. Staff instinctively know when to support children in their learning to provide them with further opportunities to become actively involved. For example, as children play with the large phone in the garden, staff use this opportunity to spark children's imagination through conversations. Print and numbers are visible both indoors and outside and staff encourage children to look at these during their play, helping them to recognise letters and numbers, which effectively promotes their literacy and numeracy development. Children have independent access to mark making areas and younger children are encouraged to develop their pencil control as they freely make marks. Older children are encouraged to write their names, forming recognisable letters correctly. Staff follow children's lead and adapt routines accordingly. For example, when children show their excitement as it starts to snow, staff use this opportunity to take the children outside and talk about the different changes in the weather. Staff sing a 'hello song' using sign language and all children eagerly join in with this song, learning all the signs for the letters in their own and their friends' names. The baby room is relaxing and calm, and staff tune into babies and toddlers needs sensitively because they know them very well. Babies and toddlers have access to a wide range of resources, such as sensory toys, natural resources, books and role play equipment. Babies and toddlers are confident in their surroundings and they make choices with support from staff. Their physical skills are supported well because the environment is well organised with lots of space to move around. Staff use a range of songs and rhymes with all children. Babies and toddlers enjoy listening to their favourite songs and join in by clapping, doing actions and repeating words. Older children enjoy moving their whole bodies to the music. They like to guess what's coming next and enjoy adding and taking away during number songs. As a result, all children are acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

Parent's involvement in their children's learning is generally good. Parents express the view that their children are making good progress in their learning. They are kept informed through a variety of ways. For example, daily feedback is given both verbally and through daily diaries about children's care routines and activities they have taken part in. Parent meetings provide a more formal opportunity to speak to their child's key person about their child's progress. Staff make good use of the progress check for children aged between two and three years. Parents are consulted and their views and comments are

taken into account. This enables staff to identify any areas of concern or areas a child may be excelling in, in order to plan accordingly to ensure individual children's needs are met. Children with English as an additional language are well supported because staff work well with families to help children to settle. Staff gather key words in children's home language and use these to support them in their learning. As a result, all children are supported to make good progress.

The contribution of the early years provision to the well-being of children

The well-established key-person approach means staff get to know the children well and build positive relationships with both parents and children. As a result, children settle quickly in this warm, homely environment. Parents comments are highly positive. They are happy with how their children have settled and the care and learning they receive. Staff understand the importance of working in partnership with parents to ensure children's individual needs are consistently met. Staff gain information from parents about health and care routines as well as information about children's interests and abilities. They effectively use this information to help children feel confident, safe and secure so that children quickly become eager and ready to learn. This effectively support's children's emotional well-being and provides the smoothest start for them.

Children display a positive sense of self-esteem and a strong sense of belonging within the setting because staff support all children well. Staff consistently praise children for their efforts and achievements and listen well to their ideas. Children understand when they are given rewards and they are proud to show off their certificates. Staff are good role models and they consistently provide clear guidance about what is acceptable behaviour. Relationships are strong on all levels and children are learning to respect, value and tolerate each other. As a result, children's behaviour is good and demonstrates they feel safe and secure in the nursery. Children are developing their independence as they select and carry out activities from a good range of resources, which are stored in low-level containers. This supports children's all-round development and emotional well-being and provides a range of experiences that develop children's opportunities to learn. Children's moving on into new rooms in the nursery is managed smoothly. Children remain emotionally secure because the key person liaises well with parents and the new key person. Children mix together at different times of the day so that they know the staff and children well in other rooms, which supports their settling in. The nursery staff ensure that children are well-prepared for their move on to school because they liaise well with the school. Staff introduce books and use the role play area to discuss feelings and emotions. Staff talk to children about the changes in routines. Teachers visit the children to observe them in their familiar surroundings and staff share information of children's final assessments. This effectively supports children's emotional well-being as they adjust to change.

Children are learning about good hygiene and healthy practices because staff remind children of the importance of washing their hands after going to the toilet, blowing their noses or before meals and snacks. Children's intimate care needs are sensitively met and all children are effectively supported to develop their self-help skills. Older children show

increasing independence as they go to the toilet by themselves. This effectively prepares them for when they move on to school. Children enjoy a variety of healthy snacks and meals, including fresh fruit and vegetables and staff talk to the children about the importance of being healthy. As a result, children are developing an understanding of healthy eating. Staff also ensure children's good health by collecting information from parents about children's allergies and dietary requirements. The outdoor environment is stimulating and its use is very well planned for. Children have a vast amount of opportunities to explore their environment and use their imaginative skills as they play. Children are developing skills in all areas of learning and staff interact with them well to ensure children are well-engaged. Children's physical skills are effectively supported through many activities, such as riding bikes and cars, rolling hoops and using the slide and climbing apparatus. In addition, staff provide activities to encourage children to recognise the effects exercise has on their bodies. Children are reminded about safety but also enabled to take well-supervised risks as they play. Consequently, children are beginning to have an awareness of danger and are gaining the confidence to try new things.

The effectiveness of the leadership and management of the early years provision

The leadership and management team have made sustained and effective progress since the last inspection, when the nursery received actions to improve, and a subsequent monitoring visit. Risk assessments are robust and all staff have a good understanding of how to manage risks appropriately to keep children safe. All staff ensure that appropriate steps have been taken to prevent the spread of infection. They encourage regular hand washing, ensure the environment is kept clean, and wear protective clothing during meal times and nappy changing. The manager has a good understanding of her responsibilities to ensure that the nursery meets the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. Safeguarding arrangements are good. All staff fully understand their roles in protecting children from harm and are aware of what to do should they have any concerns about a child's welfare. They are all aware of the procedure to follow if an allegation is made against a member of staff. Recruitment and induction procedures are robust. All relevant checks are completed to ascertain the suitability of those working with children. Appropriate policies and procedures are in places and are shared with parents to support the nursery's good practice and assure children's safety and well-being.

The leadership and management team have recruited and retained a staff team who are experienced and well qualified. As a result, the quality of the learning environment is well matched to each child's age and stage of development. The drive for improvement is demonstrated by a clear and comprehensive self-evaluation. The manager has recently returned from maternity leave and is clear about the plans for the nursery. These focus very much on the needs of the children and the quality of teaching and learning, to ensure the best outcomes for all children. The manager monitors the educational programmes to ensure that planning and assessments reflect the individual learning of each child. The leadership and management team have an accurate view of the quality of teaching and know what needs to be done to improve it even further to help children excel in their

learning. Regular peer-on-peer observations take place and all staff are involved in this process. As a result, staff share their knowledge and expertise, and work very well together.

Partnership working with parents is generally good and staff share information to keep parents informed about what is going on within the nursery, and to involve them in their child's learning. Questionnaires have recently gone out to parents to encourage them to become involved in the evaluation process. The nursery has some links with the adjacent school and information is shared if there are any concerns regarding an individual child, and to support all children's transition when they move on to nursery and reception class. However, staff have not yet fully explored all ways to enhance partnerships with parents and the school even further. As a result, information shared does not yet place a high emphasis on children's individual next steps in learning to enable all children to be exceptionally well-supported to make the best possible progress. The manager is working closely with the local authority to continue to improve and develop practice. Strong partnerships with other settings in the company mean staff consistently gain ideas and share best practice with other staff. Consequently, children are offered valuable learning experiences that enable them to progress as individuals and prepare them for future learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	250013
Local authority	Solihull
Inspection number	990319
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	39
Number of children on roll	68
Name of provider	Beechwood Childcare Limited
Date of previous inspection	13/08/2014
Telephone number	0121 430 3521

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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