

Beechwood Childcare Limited - Burman

Velsheda Road, Shirley, Solihull, West Midlands, B90 2JW



Inspection date	25 September 2015
Previous inspection date	21 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers and leaders have a good knowledge of the requirements of the Early Years Foundation Stage. They keep up to date with changes and therefore understand how to promote children's learning and care effectively.
- Staff consistently review children's development. Tracking shows that groups of children achieve the essential skills to sustain their learning at nursery or school.
- Children thrive in the child-friendly environment. Pre-school children are extremely confident and have an excellent understanding of the reasons for eating healthily. Children are physically fit because they have lots of opportunities for exercise.
- Excellent partnerships with other providers ensure children receive high levels of support for their care and learning. Staff work closely with local schools to share information about children's individual learning needs.
- Staff consistently mirror practices implemented in other settings where children also attend and follow similar routines. This provides continuity and a sense of security as children move between settings, which ensures that they are emotionally well prepared for the next stage in their learning.

It is not yet outstanding because:

- Staff do not always follow children's lead and extend opportunities for the children to make connections with what they do and already know.
- Staff do not provide clear enough information so that all parents understand the key-person arrangements in the provision.

What the setting needs to do to improve further

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

- provide more opportunities for children to fully explore their preferences and to increase their understanding
- develop further the information sharing with parents so that they understand all aspects of care arrangements in the provision.

Inspection activities

- The inspector had a tour of the premises with the managers.
- The inspector observed teaching and learning activities inside and outside.
- The inspector looked at a sample of policies, children's records and planning documentation.
- The inspector carried out a joint observation with a senior manager.
- The inspector reviewed evidence of the suitability and qualifications of staff working with children and the setting's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management is good

The arrangements to safeguard children are effective. Systems for performance management are well established. Staff maintain their professional development and undertake regular training, resulting in their increased understanding of promoting children's safety at all times. Staff consistently review the quality of teaching in order to provide effective support so that children make good progress in their learning. Self-evaluation is ongoing, ensuring areas for improvements are effectively addressed. Parents commend the staff for their extremely warm and welcoming attitudes. This is particularly important for the parents of children who speak English as an additional language, so that their needs are met. On the whole, communication is well established. However, the same level of information sharing is not always maintained with some parents so that they are clearly informed about key-person arrangements.

Quality of teaching, learning and assessment is good

Well-qualified staff use teaching methods that are consistently good, ensuring children's learning is effectively promoted. Staff give lots of praise during activities and this motivates children to demonstrate their skills, such as number recognition and counting. For example, they imaginatively compare short twigs to numerals. Children's early writing and literacy skills develop as they copy the letters in their names. Staff plan well for children's ages and stages of development and deliver stimulating activities. Children are keen to learn and staff engage them well. However, staff do not follow children's lead enough and fully explore their interests so that they extend children's understanding.

Personal development, behaviour and welfare are outstanding

Children's emotional well-being is expertly promoted. For example, the settling-in arrangements last as long as each child needs to become familiar with adults in the provision. This means that children have many opportunities to form extremely strong relationships with staff, who provide a highly nurturing environment. Staff are excellent role models and talk very politely to colleagues and children. In turn, children treat others with respect and are extremely well behaved and highly disciplined in their play. Children's sense of belonging is given top priority in the provision, which reflects many images of disability and cultures. This positive environment is a key strength in helping children to learn about differences. Children's independence is enhanced through opportunities to choose from a wealth of interesting resources in order to explore their surroundings. All children have a heightened awareness of safety. They know how to avoid sharp, spiky leaves as they explore the thicket, and learn about poisonous berries that grow on low-level plants.

Outcomes for children are good

Children develop essential skills for the future and positive attitudes to learning. Staff identify the starting points for all children, including those who are in receipt of funded early education. They build on this foundation to ensure children make good progress in their development.

Setting details

Unique reference number	250006
Local authority	Solihull
Inspection number	854737
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 7
Total number of places	24
Number of children on roll	60
Name of provider	Beechwood Childcare Limited
Date of previous inspection	21 May 2009
Telephone number	0121 744 1843

Beechwood Childcare Limited - Burman was registered in 1994. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 or 5. The setting opens from 8am to 6pm, Monday to Friday, during term time only. It offers several sessions for wrap-around care, and also before- and after-school care. A holiday playscheme opens from 8am to 6pm during all school holidays. The provision provides funded early education for two-year-old children. It has links with Burman Infant School.

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