

# Beechwood Childcare Limited



Windy Arbor Nursery, Windy Arbor Primary School, Woodlands Way, Chelmsley Wood, BIRMINGHAM, B37 6RN

<b>Inspection date</b>	8 June 2016
Previous inspection date	26 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders and managers fully understand their roles and responsibilities. A range of documentation, policies and procedures is used to help to ensure that children's safety, welfare and learning are well promoted.
- Staff offer children a range of interesting and exciting activities and experiences. Children enjoy attending the setting. They are confident to play, explore and learn.
- Staff are very welcoming and approachable. They get to know children well and ensure their care needs are sensitively met. Children are settled, happy and relaxed.
- Children make good progress from where they started. Any children requiring additional support are promptly identified and helped to catch up with their peers.
- Partnership working with parents, professionals and other providers is very strong. Information about children's care and learning is shared in great detail. This helps to promote excellent continuity between the different settings they attend.

### It is not yet outstanding because:

- Staff do not always make the best use of the outdoor area to ensure that children who prefer to learn outside are consistently highly motivated and eager to join in.
- Staff do not consistently provide children with enough opportunities to help promote their skills in speaking. Children do not always have enough time to respond when reading stories or to answer questions asked before staff move the conversation on.
- Leaders and managers do not yet reflect closely enough on the quality of teaching and activities planned, in order to carefully consider ways to further raise the standards.

## What the setting needs to do to improve further

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

- make better use of the outdoor area so that children who prefer to learn outside are consistently highly motivated and very eager to join in activities to help further extend their learning
- provide more consistent opportunities for children to develop excellent skills in speaking
- reflect more closely on the quality of teaching and activities planned and use the information obtained to carefully consider ways to raise standards to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of children and parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers evaluate the overall quality of the provision and take into account the views of parents, children and staff. They have high expectations and are ambitious in their vision to provide the best care and education for children in the future. All staff are well qualified. Staff are well supervised within their roles. They benefit from many opportunities to enhance their knowledge and skills. This has a positive impact on the outcomes for all children. The arrangements for safeguarding are effective. The environment is risk assessed and daily checks help to ensure it is clean, safe and secure. Managers and staff understand current safeguarding legislation and child protection issues. They know what to do should they have any concerns about a child's welfare. This helps to keep children safe from different types of harm.

### Quality of teaching, learning and assessment is good

Staff routinely observe and assess children's development and make good use of the information obtained to promote their individual learning needs. For example, staff provide babies with a variety of media and materials, such as sand, that they can explore and experiment with in a range of ways. This helps to enhance babies' strong exploratory impulses and discovery of the world around them. Staff read stories and encourage toddlers to listen and retell them using props. They also encourage toddlers to draw pictures and share their ideas of what they are doing. This helps to build on their communication and language skills. The management team has a good overview of the progress children make and work closely with staff to ensure that no child falls behind.

### Personal development, behaviour and welfare are good

Children's physical well-being is promoted effectively. A wide variety of nutritional snacks and meals are available and staff talk to children about the benefits of eating well. Staff encourage children to adopt good hygiene practices. Staff promote exercise and daily fresh air. Babies enjoy climbing on the low-level equipment and children spend time manoeuvring around the space available in wheeled vehicles. This helps to strengthen their physical skills. Children's social and emotional skills are also well promoted. Staff teach them about the importance of working together, sharing and being kind. Children behave very well and demonstrate great compassion towards their peers. Children also have opportunities to learn about the wider world. Staff teach children about respect, tolerance and acceptance.

### Outcomes for children are good

All children make good progress. This includes children who benefit from funded education and those with special educational needs. Children are independent. They learn to manage their own care needs and enjoy the responsibility of small tasks. They also contribute to how the setting runs and make decisions about what they want to do from an early age. Pre-school children's literacy and mathematical skills are developing well. They can count, solve number problems and use time. They can also identify letters, sound out words and write their own name. Children are swiftly becoming well prepared for the next stage of their learning or school, as they successfully acquire the key skills they need to move on.

## Setting details

<b>Unique reference number</b>	250020
<b>Local authority</b>	Solihull
<b>Inspection number</b>	991513
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	42
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Beechwood Childcare Limited
<b>Registered person unique reference number</b>	RP522996
<b>Date of previous inspection</b>	26 November 2009
<b>Telephone number</b>	0121 770 6874

Beechwood Childcare Limited was registered in 1999. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two hold appropriate early years foundation degrees. The manager is also fully qualified with a relevant early years degree. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It also supports children who have special educational needs or disability.

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