

# Bookworms Daycare

The Old Library, 1 Carnegie Road, ROWLEY REGIS, West Midlands, B65 8BY

## Inspection date

Previous inspection date

07/08/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff demonstrate a sound understanding of the seven areas of learning and plan appropriately to meet children's needs and include their individual interests.
- All children are able to access a well-resourced and stimulating indoor environment which enhances their learning.
- There are caring relationships seen between staff and children with an effective key worker system in place to meet children's needs.

### It is not yet good because

- Regular assessments carried out do not currently include specific progress checks for children aged two which means that any needs are not swiftly identified and addressed.
- Babies and younger children have less opportunities to benefit from the outdoor area due to limited suitable resources.
- There is limited self-evaluation of the setting which means that areas for improvement are not fully identified and addressed.
- Partnerships with other settings and schools are not yet fully developed which means that information about learning and development is not shared.

## 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.

## Inspection activities

- The inspector observed activities within the different areas of learning inside the setting and in the outdoor area.
- The inspector held meetings and discussions with the deputy manager of the provision and with adults working with the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at suitability and qualifications of practitioners working with the children and discussed areas for improvement.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Carole Price

## Full Report

### Information about the setting

Bookworms Daycare was registered in 2013 on the Early Years Register. It is situated in refurbished premises in Rowley Regis in Sandwell, and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from a suite of rooms and there is a fully enclosed area available for outdoor play.

The nursery currently employs eight members of staff, all of whom hold appropriate early years qualifications from level 2 to level 5. The owner is a registered nurse. Additional housekeeping staff are also employed. The nursery is open Monday to Friday all year round, from 7am to 7pm. There are currently 44 children on roll in the early years age range.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that assessments are undertaken to include the progress check for children aged between two and three years of age to identify any learning needs
- ensure that all children, including those who are very young, are able to access the outdoor area by providing appropriate resources within a suitable environment so they can benefit from daily fresh air and exercise.

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

- ensure that all staff contribute to the self-evaluation process to identify and address any areas for improvement so outcomes for children are not limited
- further develop partnerships with other settings and schools to facilitate a shared approach to children's learning and development and support their times of transition.

## Inspection judgements

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

The nursery promotes children's learning and development to a satisfactory level. Staff view their role as a child's key person as being of utmost importance to ensure that the

child is settled and comfortable within the setting. The key person liaises with parents when the child first starts, gathering necessary information, particularly regarding children's interests. However, this information is limited and does not relate to any of the areas of learning, so cannot be used as part of the initial assessment undertaken.

Staff demonstrate a sound understanding of the learning and development requirements for the Early Years Foundation Stage. Children are provided with a broad range of activities, which incorporate their own individual interests in order to extend and enhance their learning. They support children's development in the prime areas and, as a result, children are gaining the basic skills needed for the next stage of their learning or school. Children are regularly observed during their play and staff utilise these observations to inform children's next steps. Staff also record further observations known as 'wow moments' which are placed onto the wall for parents to view. This information is used to assess the satisfactory progress that children are making and identify their learning priorities. Staff review most children's progress on a quarterly basis. However, there is currently no progress checks being undertaken for children aged between two and three years. This means that any strengths, needs or significant emerging concerns relating to these children are not being swiftly identified and addressed.

Staff support children appropriately to develop their skills for communication and language. For example, when children are investigating which objects float or sink they are encouraged to predict the outcomes. Staff use open-ended questions appropriately to extend children's thinking and to encourage them to explore their ideas and share their thoughts with each other. Real life examples are given, such as, ducks live in water, and children are asked to consider whether they float or sink.

Babies and younger children enjoy exploring the stimulating indoor environment. Staff model language whilst interacting with the children. When one of the children is pretending to wash up in the home corner, staff support appropriately using specific vocabulary. Staff also support and encourage young children who are learning to walk by giving lots of positive praise.

Partnerships with parents are being developed throughout the setting. Staff engage with parents on a daily basis through use of communication books and verbal feedback. In addition, parents are invited to dedicated evenings whereby they can discuss their child's progress. Parents are also invited into the setting at a weekend for a stay and play session with their children. The setting is currently developing some links with schools and other settings. There is some information sharing taking place, however, this is limited. This means that children's transitions are not fully supported as their learning and development needs are not shared.

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

There is a well-resourced and stimulating indoor environment provided for children of all ages. Babies and younger children have opportunities to make choices as they can move within their own designated area and engage with staff members. Older children also benefit from a wide variety of resources available within the indoor environment. They

also have access to an outdoor area whereby they can choose from a selection of outdoor resources. However, there are fewer opportunities and resources available for babies and younger children to make the most of the outdoor area. This means that they do not always have opportunities to fully benefit from daily fresh air and physical play.

There are effective settling in procedures in place with staff working closely with parents to ensure that children's individual needs are met. Children build close relationships with staff and other children and are keen to explore their surroundings. Staff demonstrate high expectations of children's behaviour, particularly at group times when they reminded how to sit and listen and to use their 'listening ears'. This means that children understand about behaviour rules and expectations in preparation for school.

Children's individual needs are carefully considered by staff to ensure that they feel safe and secure. For example, when a child struggles to settle, staff utilise different resources with which children are familiar. This enables children to develop their confidence and settle in their own time and in their own way.

Children's dietary needs are met through the provision of freshly prepared meals. Care is taken to ensure meals are tailored to individual preferences and dietary requirements, and parents are clearly informed about how much children have eaten. Younger children are able to eat at the same time as the older children as they are seated in highchairs and included in the social experience. Children are encouraged to be independent by serving themselves at all meal times. Older children also have their own drinking bottles which are clearly labelled and accessible at all times.

There are effective hygiene routines in place whereby older children know when to wash their hands and why. Babies and younger children have individual flannels and soapy water used prior to mealtimes. This demonstrates a commitment to effective hygiene practises and awareness of cross infection. In addition, children are becoming aware of having clean hands prior to eating.

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

The children benefit from a setting which has a committed staff team who demonstrate they understand the need to provide a quality service. They also understand the importance of professional development as staff are encouraged to undertake further training. Recent assessments and audits have been carried out on the setting environment to identify strengths and areas for improvement. The setting welcomes the support and advice of the local authority advisory team for future improvements. There is weekly monitoring of planning and children's learning journals currently undertaken by the manager. However, there is currently no monitoring of assessments undertaken, for example, the progress check required between two and three years has not been implemented.

All of the necessary policies and procedures are in place. The owner and the manager have identified some areas for improvement by using the self-evaluation process.

However, staff at the setting are unaware of the weaknesses identified and have yet to contribute their ideas and opinions. Parents speak highly of the setting and are happy with the way in which their child has settled and is progressing in their learning. They also comment upon the ways in which the staff care for the children.

Appropriate recruitment procedures and induction processes ensure staffs' suitability is established and reviewed when they are employed. Appraisals are undertaken with staff on a termly basis. Recruitment follows a stringent process and there is an induction period for all new staff.

Children are safeguarded through staff's implementation of clear policies and procedures, which ensure staff can identify child protection concerns and take appropriate action to protect children. They are very clear about their individual responsibility to ensure action is taken should they become concerned about a child or about a member of staff's behaviour. The building and grounds are secure, which ensures that children cannot leave unaccompanied and helps staff manage the entry of parents and visitors. Staff have a clear understanding of risks, and any health and safety concerns are promptly addressed.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

<b>Unique reference number</b>	EY456581
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	904733
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Bookworms Daycare Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0

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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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