

# Birchfield Prepcare Nursery

Birchfield School, Wolverhampton WV7 3AF



<b>Inspection date</b>	7 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

- Staff maintain a vigilant risk assessment process, indoors and outdoors, to ensure the environment remains a safe place for children. Access to the nursery is closely monitored and procedures are in place to ensure that visitors are appropriately vetted before they are allowed entry to the premises.
- The quality of teaching is good. Staff are well qualified and have a secure knowledge of how children learn and develop. They provide stimulating and challenging activities that help children to become motivated and eager learners. Staff make regular observations and accurate assessments of children's learning and share this information with parents. All children make good progress from their individual starting points.
- The enthusiastic manager is ambitious and has high expectations for the nursery. She works closely with staff, children and parents to evaluate the service and sets clear targets to make positive changes. This further enhances outcomes for children.
- Children develop a secure understanding of how to maintain healthier lifestyles. For example, they enjoy regular opportunities to be physically active outdoors and they learn about the benefits of a healthy diet.
- Staff do not always provide rich and broad learning experiences for children who prefer to learn outdoors.
- Staff do not consistently use their good knowledge of children's individual needs to plan precisely for their next steps in learning.

## What the setting needs to do to improve further

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

- enhance the outside areas to provide a greater variety of rich and challenging experiences for children who prefer to explore, investigate and use their imagination outdoors.
- review planning to focus more sharply on children's next steps in their learning and development, to help them achieve the very best possible outcomes.

### Inspection activities

- The inspector observed different activities indoors and outdoors and assessed the impact these had on children's learning. The inspector carried out two joint observations with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the manager and deputy manager. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, accident records and attendance records. She discussed the nursery's self-evaluation with the manager.
- The inspector checked evidence of staff suitability and qualifications.

### Inspector

Karen Laycock

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a secure knowledge of the possible signs of abuse and know the procedures to follow to report any concerns they may have about a child's welfare. Recruitment and vetting processes are robust to help ensure the suitability of adults working with children. In addition, the manager has procedures in place to check the ongoing suitability of staff. The manager effectively evaluates staff practice and monitors children's progress. She provides coaching and training for staff to help improve their knowledge and outcomes for children in their care. This has a positive impact on the progress children make and helps to drive continuous improvement. Parents are very complimentary about the nursery and they are very pleased with the progress their children make.

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

Overall, staff use their teaching skills effectively to help children to make good progress in their learning. Children are keen and motivated learners. Staff plan activities that link well to their interests. Children use their imagination well. They spontaneously use resources to act out their own stories. Staff support children's mathematical skills effectively. For example, as children engage in creative activities, staff encourage them to count and compare the size of different resources. Staff promote children's language skills well. They listen attentively and ask questions that encourage children to think deeply. Children use a variety of resources to make marks, such as pens and chalks and eagerly communicate to staff what they are drawing. Babies and toddlers laugh and giggle as they join in music sessions. Toddlers copy the actions of staff and repeat familiar words as staff sing. Staff help to promote children's enjoyment of books and stories. For example, they use good intonation as they read to children and make sure each child has the opportunity to participate.

### Personal development, behaviour and welfare are good

Staff have formed strong bonds with their key children in this welcoming and inclusive nursery. They praise children's positive behaviour, efforts and achievements. This helps them to feel valued and good about themselves. Children learn to respect the opinions and ideas of their peers. They take turns to talk during small-group time, listening politely when others speak. Children behave well. They confidently explore the environment and happily make choices and decisions about what they want to do. Staff teach children about the importance of keeping safe. For example, children learn that they must not run in the playrooms. Staff respond swiftly to babies' needs. For example, when babies are tired or upset they provide cuddles and gentle words to soothe them.

### Outcomes for children are good

All children make good progress from their different starting points and are well prepared for school. Children develop good self-care skills. For example, they learn to use the toilet and wash their hands independently. Children learn to recognise and write the letters of their name. Children learn to use tools for a purpose. For example, they learn to sharpen their own crayons safely during creative activities.

## Setting details

<b>Unique reference number</b>	EY539551
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10079899
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Prepcare Day Nurseries Ltd.
<b>Registered person unique reference number</b>	RP539550
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01902375611

Birchfield Prepcare Nursery registered in 2005. The nursery employs 19 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, from 8am to 6pm all year round. It provides funded early education for two-, three- and four-year-olds.

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