

Beechwood Childcare Limited



Southam Nursery, St. James C of E Primary School, Tollgate Road,
SOUTHAM, Warwickshire CV47 1EE

Inspection date	25 February 2019
Previous inspection date	10 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Children are highly motivated to engage in play and learning. The very stimulating environment offers them a broad range of engaging learning opportunities, indoors and outside.
- Staff are highly skilled at forming supportive, nurturing relationships with children. Children are confident to interact with one another, the environment and staff.
- Children's learning needs directly inform planning. Staff respond quickly to children's interests and provide appropriate resources. All children make good progress.
- Children are extremely well supported to develop their independence in a wide range of ways. For example, staff sensitively encourage them and teach them how to put on and take off their outdoor clothes by themselves.
- Staff have high expectations of children's behaviour. The clear rules and boundaries support children to cooperate and to show respect for one another. This helps them to feel safe and secure.
- Staff talk to children about healthy eating and introduce good hygiene habits, such as routine handwashing and teeth brushing after meals.
- The manager is passionate about meeting the needs of children and families. She has effective systems in place to monitor and improve the quality of teaching and learning.
- Staff are positively supported and encouraged to engage in further training and development to improve their knowledge and practice.
- Parents speak positively about the care their children receive. They comment that they feel well communicated with regarding their children's care, learning and development.
- Staff working with the younger children do not consistently support them fully to develop their vocabulary or begin to form simple sentences, to help promote their speaking skills at the highest level.

What the setting needs to do to improve further

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

- make the most of all opportunities to promote the speaking skills of younger children at the highest level.

Inspection activities

- The inspector observed the quality of teaching activities and supervision outdoors and indoors and assessed the impact of this on children's learning.
- The inspector completed a joint observation of staff practice and discussed this with the manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector conducted a leadership meeting with the manager.
- The inspector checked evidence that confirmed the suitability and qualifications of the manager and staff. She also looked at relevant documentation, including policies and procedures, staff recruitment and children's assessments.
- The inspector spoke to parents and took account of their views.

Inspector

Abi Ellis

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff are committed to keeping children safe. Staff access regular safeguarding training and have weekly updates within staff meetings. The manager monitors children's progress to identify any weaknesses in learning and works with practitioners to plan next steps. The spending of additional funding for disadvantaged children is carefully managed to ensure it best supports the learning and well-being of individuals. The manager works closely with parents and the school to ensure consistency in the care of children accessing the before- and after-school club. Parents are welcomed into the setting, for example, to observe circle time when their child is 'star of the week'.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of what children know and can do. Observations and assessments support staff to identify appropriate next steps to ensure all children make good progress. Children's interests and ideas are used to plan further learning. For example, when children find a small pouch they think belongs to a cowboy, discussions at group time lead to the organisation of a treasure hunt. Staff find opportunities to model writing to children, for example, by writing their names on a chalkboard as they draw, or writing a list of ideas about where they might find the treasure. Staff also show children that they share their interests as they play alongside them, for example as they observe and talk about a woodlouse a child has found.

Personal development, behaviour and welfare are outstanding

The excellent organisation and presentation of the learning environment enable children to make thoughtful choices about how they spend their time. Group times are used exceptionally well to promote positive learning behaviours, and children are proud to play an active role. For example, the 'star of the week' brings items from home to show and talk about. Children's behaviour is exemplary. They usually manage their interactions with one another with very little need for staff intervention. Staff are alert to opportunities for developing children's self-care skills. For example, children serve their own breakfast, choose and collect cutlery at lunchtime, and the 'star of the week' serves lunch to the other children. Staff expertly adapt their practice to support the individual care needs of each child. They promote children's learning about how to manage risks for themselves. Staff practice is outstanding in supporting children to notice and celebrate the differences and similarities between one another. Children in both the nursery and the before- and after-school club spend time outside and engage in physical activity every day.

Outcomes for children are good

Children begin to develop skills that will support them as they move through the provision or on to school. Children are self-motivated, and they confidently choose to engage in learning and conversation with their friends. They enjoy listening to and joining in with stories, and older children are beginning to identify initial letter sounds. Children have numerous opportunities to write and make marks using a range of materials, such as pens, whiteboard pens, chalk, paint and mud.

Setting details

Unique reference number	200502
Local authority	Warwickshire
Inspection number	10072467
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 10
Total number of places	62
Number of children on roll	106
Name of registered person	Beechwood Childcare Limited
Registered person unique reference number	RP522996
Date of previous inspection	10 March 2016
Telephone number	01926 815 155

Beechwood Childcare Limited at Southam Nursery registered in 2000. The nursery opens from Monday to Friday, all year round, except bank holidays and a week during Christmas. Sessions are from 7.30am until 6pm. A before- and after-school club is available for children who attend St James C of E Primary School and other local schools, and there is also a holiday club. The nursery employs eight members of staff. Of these, one holds early years professional status and four hold appropriate early years qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

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