

# Streetsbrook Childcare

Streetsbrook Infant & Early Years Academy, Ralph Road, Shirley, Solihull  
B90 3LB



<b>Inspection date</b>	30 April 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

- Leaders, managers and the staff team are passionate and committed to provide good experiences for the children in their care. They work closely together and support each other well to help children receive good-quality care and learning experiences.
- Staff are caring and kind, and they show an interest in the children's lives. They build trusting bonds with children and their families. Children show that they are happy and settled in the nursery. Parents comment that they are pleased with the activities that are offered and that staff keep them informed about their child's day at the Childcare.
- Staff are good role models and use effective strategies to manage children's good behaviour. They provide lots of praise and encouragement and children behave well, take turns, share and play cooperatively together. This helps children to feel emotionally secure and creates a positive environment for children to play and learn in.
- Staff know how children learn. They provide a stimulating environment that children are keen to explore. Resources and activities are of good quality and arranged well. Children make independent choices in their play. They make good progress in their learning.
- Effective risk assessments help to ensure that children play and learn in a safe environment.
- The manager does not monitor staff practice closely enough to precisely identify how to raise their quality of teaching to the highest level.
- Staff do not consistently challenge all children's developing thinking and problem-solving skills to help them make the best possible progress as they explore, question and play.

## What the setting needs to do to improve further

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

- sharpen the focus on monitoring staff practice to help set precise targets for how the quality of teaching can be raised to a higher level
- develop all children's thinking and problem-solving skills to build on their curiosity and to help them make the best possible progress in their learning.

### Inspection activities

- The inspectors had a tour of the premises used for childcare with the deputy manager. The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke to the staff and the children at appropriate times during the inspection.
- The inspector held meetings with the provider, the managers and the early years lead in school. She looked at a range of appropriate documents and checked evidence of the suitability of all staff working in the setting.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took account of their views.

#### Inspector

Rupinder Phullar

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure understanding of their responsibilities to help keep children safe from harm. Recruitment procedures are effective in helping to ensure that all staff are suitable to work with children. Leaders and managers monitor the ongoing progress children make. Staff develop strong partnerships with parents and other professionals to help address any gaps or delays in children's learning. Leaders and managers make good use of additional funding and ensure it is allocated to have a positive impact on children. Staff work very closely with the on-site school to successfully support children who transition to the Nursery and Reception class. Leaders and managers evaluate the quality of the provision and share information about changes to the provision during team meetings. Staff continue to undertake professional development through team meetings and whole-group training to help improve their knowledge and skills.

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

Staff gather information from parents and use their own observations to plan activities that match children's needs effectively. Children's communication and language skills are supported well. For instance, they learn to use signs as an additional method of communication. Staff model language well. They talk to children and provide a narrative of what is happening. Younger children learn new words and extend their vocabulary. Children's mathematical skills are developing well. Staff use such opportunities to encourage children to recognise shapes, compare sizes and count. Children have lots of opportunities to make marks using a variety of tools, such as paint and chalk.

### Personal development, behaviour and welfare are good

Children's personal, social and emotional development is well supported. Good settling-in procedures are successfully matched to each child's needs. Good hygiene practices and children's growing independence are encouraged, such as handwashing and toileting. Children enjoy healthy and nutritious snack and meals. They have plenty of opportunities to develop their play in the outdoor play area. This helps to support children's good health, well-being and physical skills. Children learn to appreciate the wider world beyond their own experiences. For example, they eagerly take part in the whole-school marathon and are extremely proud of the medals that they receive.

### Outcomes for children are good

All children make typical progress from their individual starting points and develop the skills needed for their next stage in learning. They are curious, confident and motivated learners. Children develop a strong sense of emotional well-being. They are respectful and greet visitors with enthusiasm. Children enjoy listening to stories and singing nursery rhymes. They use their creativity and imagination skills well. For example, older children dress up as superheroes and pretend to spray a spider's web. They give meaning to marks they make and learn about letters and their sounds.

## Setting details

<b>Unique reference number</b>	EY543263
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10098842
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	114
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	Streetsbrook Infant & Early Years Academy
<b>Registered person unique reference number</b>	RP543262
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0121 7445245

Streetsbrook Childcare registered in 2017. The setting employs 16 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including six who hold level 6 qualifications and one who has qualified teacher status. The setting opens from 7.30am until 6pm on Monday to Friday all year round, except for bank holidays and a week at Christmas. It provides different sessions for day care, nursery wraparound care, out-of-school and holiday care. The setting provides funded early education for two-, three- and four-year-old children.

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