

# BBDC Childcare Providers

249-251 School Road, Yardley Wood, BIRMINGHAM, B14 4ER

<b>Inspection date</b>	03/01/2013
Previous inspection date	05/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are very well protected as staff have a good knowledge of the signs and symptoms of abuse and fully understand the procedures to follow in the event of a child protection concern.
- Children make good progress in their learning and development. Planning is developed from children's next steps to ensure that every child moves forward at a pace suitable for their age, stage of development and individual starting points.
- Children with allergies or medical conditions are very well supported. Individual care plans are in place and staff work closely with parents and other professionals to obtain the necessary training to meet children's individual needs.
- There is a strong, dedicated senior management team in place. They have a clear vision for the future and work closely together to implement the necessary changes to move the setting forward.

### It is not yet outstanding because

- Parents are not always fully engaged to support their child's learning and development. Methods to share information about children's learning at home and procedures to develop this are not fully embedded.
- The individual room registers do not always clearly show the deployment of staff to easily establish that ratios within all areas are correctly maintained.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children in all areas and outdoors.
  - The inspector looked at children's records, planning, assessments, evidence of suitability of practitioners working within the setting and other required documentation.
- The inspector sought the views of parents.
- The inspector held ongoing discussions with the registered provider, the manager and the deputy.

## Inspector

Becky Johnson

## Full Report

### Information about the setting

BBDC Childcare Providers was registered as a limited company in 2009 and is managed by a private provider. It operates from four rooms in converted commercial premises situated in the Yardley Wood area of Birmingham. The nursery serves the local and surrounding areas and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery is registered on the Early Years Register and the compulsory and

voluntary parts of the Childcare Register.

The nursery employs five members of childcare staff, an apprentice and a volunteer. Of these, five hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday 51 weeks of the year. Sessions are from 7am until 6.15pm. The setting also operates a before and after school club which is open from 7am to 9am and from 3pm to 6.15pm during term time and full time during school holidays. Children attend for a variety of sessions. There are currently 38 children on roll within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- encourage and support parents to become more involved in their child's learning and development and to share information about their child's learning at home
- update the recording on individual room registers so that they clearly show the deployment of staff throughout the setting.

### **Inspection judgements**

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

Children enjoy their time in this friendly, busy environment and the sounds of happy, industrious children can be heard throughout the nursery. They make good progress in their learning and development given their starting points and capabilities. They are supported in their development by knowledgeable staff who provide a range of activities to sustain children's interest and enhance their learning. Planning is in place and has recently been updated and simplified into a workable system for staff. Observations are carried out and children's next steps are identified and recorded on their individual planning sheets. These link effectively with the room planning, to ensure that children continue to make progress in all areas of their learning and development.

Staff try hard to include parents in their child's learning and are currently trying to find new ideas to encourage parents to become more involved. The nursery held a workshop for parents to tell them about the changes to the Early Years Foundation Stage. They have introduced a library system with reading books for children to take home and children's learning journeys are easily accessible with notices displayed alongside to encourage

parents to look at them. However, these ideas are still in their infancy and as a result there are no consistent methods for parents to share information about children's learning at home, to enable them to become fully involved in their child's learning and to develop their understanding of the areas of learning that children are working towards.

Children make good choices in their play. They are supported by confident staff who understand the concept of child-initiated play and provide them with opportunities to develop their own learning styles. They have a good understanding of the prime and specific areas of learning that children need to cover and are adept at adding and developing activities to ensure that these are met and to enrich children's learning experiences. For example, the role play area in the pre-school room has been transformed into a travel agents. Children have made globes from balloons and posters of familiar buildings and landmarks from around the world are displayed. Children are encouraged to think and find solutions to problems for themselves, for example, when the water on the tarpaulin, which is used to make muddy puddles, dried up.

Communication throughout the nursery is very well supported. Staff in the baby room reinforce the sounds that children make and spend time helping them to develop their basic communication skills. Older children's language is very well developed. They chat happily together and share familiar and imaginary experiences with their peers, for example, when talking about going to Australia to see the kangaroos. Children enjoy looking at books. They lie comfortably with their chins supported in their hands as they look at pictures of animals and listen to their favourite stories. Babies and younger children are supported to investigate and explore new textures and objects. They enjoy playing with gloop and participate in messy play using jelly and pasta. They use treasure baskets and laugh as staff play 'peepo' through wooden rings and bangles or put on a variety of different glasses.

Children learn about the wider world as they regularly go on walks in the surrounding neighbourhood and older children take trips on the bus to visit the library or a nearby nature reserve. They learn about other cultures as they celebrate festivals and signs throughout the nursery are written in a variety of different languages including English, Urdu and Islamic.

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

A well-established and effective key person system helps to promote children's well-being and independence. Staff are very supportive of the children and this helps them to form secure emotional attachments. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle when they become tired.

Children's health is well promoted and there are clear and consistently applied systems in place to protect them from infection. Allergies and dietary requirements are exceptionally well met and individual health care plans are in place to ensure that children with additional medical needs are fully supported. Older children learn to become independent in managing their own personal needs, such as visiting the toilet and putting on their own coats and outdoor shoes. This helps them to learn the necessary skills to prepare them for

school. Children enjoy healthy meals and snacks and older children help themselves to healthy cooked dinners, such as roast chicken and vegetables. Younger children are supported to feed themselves and staff sensitively encourage them in this learning experience. Mealtimes are sociable occasions as staff and children sit together around the table. Children's knowledge of healthy eating is further extended as they plant and grow fruit and vegetables, such as strawberries, tomatoes and lettuce, in the growing area before harvesting and eating them.

The premises are well resourced to provide children with an environment in which to learn and develop. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play and take care when outside, for example, when walking on the decking. An extensive fire safety document, which has been shared with the fire officer, further ensures children's safety. They practise evacuation procedures every month and learn to leave the premises in different ways and from different exits.

Children behave well and there are effective systems in place to support and encourage positive behaviour and self-esteem. For example, staff act as positive role models and give out lots of praise for all achievement, no matter how small. Children form good relationships with both adults and their peers. They work happily alongside each other as they learn to share and take turns. Children learn to adopt healthy lifestyles as they access the outdoors in all weathers. Once outside they industriously scoop leaves into buckets, hunt for insects using magnifying glasses or play 'follow the leader' copying different movements as they weave in and out around the garden.

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

All staff are fully aware of their roles and responsibilities in protecting the children in their care. They understand the signs and symptoms to be aware of and procedures to follow if they have any concerns, and these are clearly displayed in every room. The manager has an excellent working knowledge of safeguarding procedures, which further ensures children's protection. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff and students. The very low turnover of staff within the nursery helps to ensure stability and continuity for the children. Appraisals are used to identify any areas for improvement and staff are encouraged to extend their knowledge and expertise by attending training.

Partnership with parents is good. They are valued and their views are sought through the use of questionnaires. Parents are happy with the nursery and comments received are very positive. They say that staff are very approachable and pass on lots of information. They also say that staff are very supportive when they are anxious and they cannot speak highly enough of them or thank them enough. A parents partnership group encourages parents to be involved in the nursery and take an active part in activities, such as fundraising. A vast amount of additional information is displayed for parents in the

entrance hall. This includes the staff structure, a teeth and healthy eating board and leaflets on subjects such as child protection and infection control. The nursery works cohesively with the local school and other settings that children attend to ensure that the transition between nursery and school is a positive experience for the children. Good partnerships with other professionals involved with the children help them to reach their development goals.

There is a strong, dedicated, friendly and caring senior management team in place. They are clearly able to identify the strengths and weaknesses of the nursery and are proactive in implementing the changes necessary to sustain improvement. Parents say they have noticed great improvements since the current management team have been employed. All required documentation is in place and correctly completed. However, although the main staff register records staff present, the room registers do not always clearly show the deployment of staff to easily determine that ratios within all areas are correctly maintained. Equality of opportunity is well promoted and all children are welcome and supported. Above all, children have fun in this nursery and the skills they learn help to prepare them for school and lay firm foundations for the future.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### 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. 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>	EY396976
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	894151
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	47
<b>Number of children on roll</b>	38
<b>Name of provider</b>	BBDC Childcare Providers
<b>Date of previous inspection</b>	05/01/2010
<b>Telephone number</b>	01214304400

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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 that are usually their 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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