

# The Children's Centre at Bentley West School

Monmouth Road, Bentley, Walsall, WS2 0EQ

<b>Inspection date</b>	27/02/2014
Previous inspection date	Not Applicable

<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		1
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 feel safe and secure as there are warm and caring relationships in place with staff so they are happy, motivated and eager to learn. Children are effectively safeguarded by staff who have a very secure knowledge of how to protect children, which is underpinned with well-understood policies and procedures.
- Children make rapid progress in all areas of learning given their starting points. This is because staff are enthusiastic and support children's excellent progress with highly effective teaching and their thorough knowledge and understanding of how children learn.
- The nursery works very well with a wide range of outside agencies to ensure that children of all abilities make optimum progress.
- Secure bonds between children and staff are seen throughout the nursery as a result of the positive interactions between adults and children.

### It is not yet outstanding because

- There is further opportunity for the younger babies to observe the wider world and community by increasing their access to the low-level windows.
- There is further scope for children to take more responsibility during lunchtime and carry out small tasks.

## 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 conducted a joint observation of children's activities and interaction between staff and children, with the manager of the nursery.
- The inspector observed activities in the toddler room and pre-school room, the baby room, the outside learning environment and children having their lunchtime meal.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.
- The inspector spoke to the manager, deputy and other staff throughout the inspection.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.

## Inspector

Susan Rogers

## Full report

### Information about the setting

The Children's Centre at Bentley West School opened in 2002 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built nursery in the grounds of Bentley West School in Walsall, West Midlands. The nursery serves the local area and is accessible to all children. There are several enclosed areas available for outside play. The nursery employs 57 childcare staff. Of these, 46 hold appropriate early years qualifications at level 3 and three hold a qualification at level 6. There is a member of staff who has Qualified Teacher Status and two staff have leadership qualifications at level 7. The nursery opens from 8am to 6pm, Monday to Friday, all year round. Children attend for a variety of sessions and there are currently 386 children attending, of whom 191 are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

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

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

- extend opportunities for children to take responsibility and carry out small tasks, for example, during lunchtime routines
  
- provide more opportunities for babies to observe the wider world and community, for example, by increasing their access to the low-level windows.

### Inspection judgements

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

Children thoroughly enjoy all learning experiences in the nursery because activities are interesting and carefully planned. As a result, all children make exceptional progress given their starting points. Staff are exceptionally skilled as they recognise children's different learning preferences and make accurate and evaluative assessments of their progress. This results in excellent teaching and an educational programme that is both challenging and interesting for children. As a result, staff accurately plan for children's individual development needs and ensure that any gaps in their learning are rapidly closing as they carefully reflect on what children enjoy and plan for their further progression. Children who have special educational needs and/or disabilities have very good support as staff are highly skilled at identifying any concerns regarding children's development. They work particularly closely and sensitively with their parents to ensure they make optimum progress. Strong links with additional agencies that further support the child in all areas of their development ensure that all options for supporting children's individual needs are

fully explored. Children who experience any difficulties when they transfer to school are well supported as staff spend some time with the child in their new school. This helps them settle, promotes their confidence and ensures a complete transfer of any information recording children's progress. Staff are exceptionally skilled and sensitive to children's needs. They ensure that babies are consistently stimulated as they explore a range of treasure baskets discovering resources and toys that inspire their curiosity. This careful selection of toys ensures that children delight in discovering new textures, noises and experiences. Staff ensure that they stay on the floor with babies providing excellent support for their communication and mobility skills. They maintain eye contact and encourage children to form words and copy actions. They communicate with children constantly and as a result, children are very quick to learn. Staff support children's learning by asking questions to make them think, which provides excellent support for their critical thinking skills. Older children confidently use the large climbing equipment and wheeled toys with great enthusiasm and younger children enjoy playing outdoors. Babies eagerly respond to and love interacting with glove puppets which staff use. This promotes their communication skills as they laugh and readily respond to the puppets, making noises and gestures.

The richly resourced environment provides a wealth of new and fascinating activities for children. They enjoy discovering what water can do as they play in the wet area pouring and dribbling water into cups and containers. They respond with immense confidence to this activity as they wear protective aprons and do not have to worry about getting the floor wet. Messy activities that include using sand dough and clay enable children to develop a thorough understanding of mathematical ideas as they compare size, shape and volume. Older children's physical skills are extended as they use real vegetables in the home corner and learn how to chop and peel these. This provides excellent opportunities for children to extend their vocabulary and discuss what they are doing as their learning becomes more life-like. Children's literacy skills are immensely well promoted as younger children enjoy making marks as they play and older children quickly progress towards writing their names and recognising text, which is excellent preparation for their move into full-time school. Children enjoy one-to-one time with staff sitting on a large rocking chair and having a story read to them. Larger groups of children enjoy the camaraderie of listening to a story with their friends. They contribute with what they know which promotes their confidence. Staff are very skilled at extending activities with creative tasks so that the learning is continuous and children can contribute in different ways. For example, children enjoy listening to a story about a boy in a tent, which is extended afterwards as children and staff help each other put up a tepee. Children who attend the out of school club and playscheme enjoy activities that they choose themselves and where they can include their friends. This results in varied experiences that include dancing activities where children learn dance techniques and routines that they enjoy greatly and promote their coordination and confidence. Regular workshops for parents, daily diaries and discussions as parents collect their child, provide highly valuable opportunities for keeping parents fully involved in their child progress and updating them on how their child learns. Children who speak English as an additional language are extremely well supported as staff learn key words that communicate effectively with children. Staff learn sign language, which that enables them to communicate very effectively with children and parents who have a hearing impairment.

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

Children settle into the nursery quickly as staff are very effective in understanding each child's individual care needs. A number of settling-in visits are offered so that children become familiar with their new environment and start to form bonds with their key person. Key persons are effective in supporting children and meet with parents regularly to discuss their child's progress. Daily diaries for the younger children and discussions as parents collect their child further provide valuable information for parents about their child's activities. The children's transfer into a different room is managed well as key staff stay with them until they are confident and settle. These visits progress so that the child becomes more familiar with their new play environment. Each age group has access to their own outdoor area where the equipment is tailored to their ages and stage of development. This encourages children to explore outdoors as this is welcoming and provides children with further challenge as they explore and discover. The nursery also has access to an adjacent park and the school play areas during the school holidays, which support additional activities for all children and particularly the children who attend the playscheme. Wheeled toys and interesting pathways and hills support children of all ages as they develop their physical skills. Younger children who are developing their mobility skills enjoy the challenge of being outdoors. Staff support them as they manage to walk down a small incline and even children who are crawling are encouraged to explore as they are well supervised by staff. However, there is scope to extend opportunities for the younger babies to observe the wider world and community, for example, by increasing their access to the low-level windows. Children behave well and there is very good support in place to support parents when their child displays any challenging behaviour. Staff are skilled at working in close partnership with parents and put together plans that support children's individual needs. Detailed support, such as this provides very good support for all children as they make the transfer into full-time school. Staff work effectively with children to help them understand risk. They encourage children to be adventurous when they play but always supervise and monitor their activities closely so children learn how to manage risks. Babies who are walking enjoy toddling down a slight incline with staff very close to them to ensure they are safe. Comprehensive risk assessments are conducted regularly to ensure the play environment and any outing are safe for children. There is a strict mobile phone policy for all staff and visitors which protects children's well being. Managers are particularly supportive towards parents when they share any concerns regarding their child's care. They always ensure that they always include parents in any discussions regarding their child's behaviour and are skilled at devising plans that promote children's understanding of positive behaviour.

Staff are immensely warm and caring and as a result, form strong and caring bonds with the children, which makes them feel safe and secure. This helps children form friendships with each other as staff are excellent role models. Children frequently approach staff for a hug or a cuddle while they have book read to them. A nutritious diet that matches children's individual needs is provided for children throughout the day. Some of the older children bring a packed lunch and staff advise parents through workshops and ongoing discussions how to ensure these are healthy. Younger children's nutritional needs are very well met as staff ensure they have no salt added to their food and ensure they are cuddled and comforted as they are bottle fed. Children are starting to learn how to take

responsibility as they consider the needs of others. There is, however, further scope for older children to develop even more independence, for example, by helping to clear their plates after their lunch. Older children manage their personal needs as they use the adjacent bathrooms and reach for tissues.

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

Children are well safeguarded and staff are fully aware of what would concern them regarding a child's care if they have concerns. All staff have completed safeguarding training and managers ensure that new staff have safeguarding awareness included in their induction. Children make excellent progress in their learning and development as the senior management team meticulously monitor the educational programmes. This makes sure that children learn from a wide of experiences and any gaps in their learning effectively close. This is particularly apparent when children are identified as being in need of additional support as staff are confident in accessing support and additional support that accurately meets children's needs. There is a firm commitment from all staff in driving forward further development and improvements. Staff meet regularly and consult, parents children and outside agencies regarding proposed changes. This is well monitored and informs an action pan and well considered plans for the future. Strong links with external agencies ensure their expertise and advice is used effectively to drive forward improvements. The nursery provides mentoring advice for other settings and shares positive practice with other nurseries in the local area. Staff recruitment is effective and a member of the senior management team has full responsibility for the management of trainees, students and apprentices. This ensures their continuing suitability and skills as this is closely supervised. The recruitment and vetting of all staff is effective and all staff are very well supported through their professional development. Regular peer observations of staff practice and interaction with children further extend the support provided as these inform their regular appraisals.

There is good deployment of staff, which ensures that children are safely supervised at all times. Holiday playschemes and care that complements that provided in the host school are well organised with staff collecting children at the end of their school day and exchanging information with staff. Highly flexible arrangements are in place to support a very wide age range of children and meet theirs and their families individual needs. The strong partnership enables staff and parents to work closely together and support each other in the care and development of their child. Parents workshops are provided that encourage them to share in the activities their child enjoys and learn from the expertise provided by staff. Newsletters and regular opportunities for parents to consult with managers and their child's key persons are always available for parents so they are fully included in their child's learning. Managers are particularly supportive towards parents when they share any concerns regarding their child's development. They ensure that parents are always included in any discussions so that support obtained meets the needs of the child and their family. Staff work very effectively with the local school and exchange information regarding the child's progress before they attend full-time school. Teachers are welcomed into the nursery so children can meet them and there are strong links with the host school. Care and learning that complements that provided for children attending

full-time school is well managed. Key staff liaise effectively with teaching staff where children attend more than one early years provision to ensure highly effective continuity in their learning. There is a very effective partnership with other providers, schools and professionals that identify all children's needs and help them to make excellent progress.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY151855
<b>Local authority</b>	Walsall
<b>Inspection number</b>	951450
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	130
<b>Number of children on roll</b>	386
<b>Name of provider</b>	Bentley West School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01922 746592

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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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