

Bentley Manor Childcare Centre

Bentley Manor, Box Trees Road, Solihull, B93 8NP

Inspection date

Previous inspection date

08/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff provide consistently high standards of teaching and learning that are inspiring. They have excellent understanding of the areas of learning and use this knowledge exceptionally well to form high expectations of themselves and the children. This results in all children making outstanding progress in their learning and development.
- Children have access to an extensive range of equipment, with an emphasis on natural resources. They enjoy an abundance of highly stimulating opportunities to expand their imagination and develop physically and emotionally in both inside and outdoor areas.
- Children feel safe, secure and supported because staff know the children extremely well and form excellent relationships. The highly effective key person system helps the children to thrive and flourish in this calm and nurturing environment.
- The extensive partnerships with parents results in a united approach to meeting children's individual needs. The purposeful discussions and the resulting support leads to the extension of children's learning and development in readiness for their future.
- Senior leaders have a very clear understanding of the nursery's strengths and have ambitious plans for further improvement. The highly skilled, enthusiastic and well-motivated staff team are led by inspirational managers.
- The joint monitoring of the provision and shared support throughout the workforce leads to exceptional practice which ensures the very best outcomes for children. The well-targeted and ambitious plans for further developments secure their capacity for sustainable improvement.

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.

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

Inspection activities

- The inspector observed activities and spoke with the managers, staff and children at appropriate times through the day.
- The inspector and the nursery's early years co-ordinator conducted a joint observation of activities in the pre-school room.
- The inspector looked at documentation including children's information, assessments and planning, staff training matrices and records of suitability and a selection of policies and procedures.
- The inspector also took into account the views of parents from discussions held throughout the inspection.

Inspector

Lucy Showell

Full report

Information about the setting

Bentley Manor Childcare Centre was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted manor house in the Dorridge area of Solihull and is one of two nurseries managed by The Natural Childcare Company Ltd. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, including one with Early Years Professional Status and one with a Degree in Early Childhood Studies. The nursery operates Monday to Friday for 51 weeks of the year with sessions from 7.15am until 6pm. Children attend for a variety of sessions. There are currently 70 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- consolidate and enhance the close working relationships with other providers, schools and professionals by sharing further knowledge so that children are continually provided with the best possible learning opportunities and environments.

Inspection judgements

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

All children flourish because staff recognise the uniqueness of each child and support their learning and development extremely well given their starting points. Staff also have an excellent knowledge of the Early Years Foundation Stage. They complete regular and precise observations of the children in their play and identify their next steps accurately. Staff use these observations and assessments exceptionally well in order to provide innovative and challenging opportunities which support children's learning and development. They regularly provide parents with reports about the progress children make and gain parents' opinions to use in the planning and assessments. Parents are very involved in their children's learning and staff provide opportunities for parents to extend their children's learning at home. For example, parents explain how much they enjoy the parents' evenings and stay and play sessions. They say how staff show them a variety of activities and that the open dialogue means that they share information about the child's progress. Parents are very happy that staff share quick and simple ideas that they can do with their children and say how this helps them to understand about their child's learning. Furthermore, parents are also very impressed with the high quality of daily discussions they have with staff. For example, they explain that they really appreciate that the staff give detailed information about their child's experiences every day which shows staff know

their children exceptionally well.

Excellent teaching techniques help children to be active learners. Children are highly motivated and fully engage in the balance of adult-led and child-initiated activities. This helps children to be fully involved in their own learning and prepares them well for their next stages of learning and movements on to school. The adult-led activities are extremely purposeful throughout the nursery and enhance and extend children's learning exceptionally well. For example, staff encourage children to be aware of their own feelings and the feelings of others as they use books and dolls as props in discussions about new situations. They talk about how they or their peers may show that they feel sad, happy and cross and they can help their friends to share these feelings. For the youngest children staff use plenty of eye contact and touch alongside some simple baby signing, which helps with their communication and expression. Staff are highly skilled at extending children's play and engage them in conversation while they play in order to encourage them to think critically and develop their language. All staff engage purposefully with children and make excellent use of open-ended discussion. Questions, such as, 'tell me about' and 'what do you think?', extend children's critical thinking, problem solving and language skills. Singing and story times are inspiring as children's interests are clearly captured. Children listen attentively and participate skilfully choosing what songs they are going to sing and waiting patiently for their turn. During group sessions staff sit and listen intently to the children, giving each an opportunity to speak and listen and express their opinions. Staff highly value this information and use it to plan and initiate experiences to extend children's thinking.

Children are very keen and active learners who are heavily involved in the experiences and opportunities at nursery. For example, the children help staff to decide the layout of the rooms and a display board shows the comments children make about what they enjoy and what else they would like to do. Their responses clearly contribute to the experiences offered. For example, outside a construction shed is set up following older children's requests that they want to do building. Within this space children use tape measures, draw plans and design the buildings they want to construct. They use their imaginations well as they make trenches in the garden with their diggers, make pretend cement in the mixer and construct the walls of bricks. They use tubes, guttering and planks of wood and lift buckets on the pulleys to move the resources to their friends on the climbing frame above. This also continues inside where children use and move an array of innovative resources in a variety of ways to create structures to use with animals, play people, vehicles and dolls. Babies and young children freely explore and find out about things in their environment. They demonstrate great enthusiasm as they select different natural and novel objects from the treasure baskets and delight in the sounds and sights in the sensory room. They crawl through and climb across the large wooden structures in each of the rooms which provide significant levels of challenge and encourage development of physical skills exceptionally well.

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

Staff provide an extremely warm and welcoming environment and have excellent understanding of their roles and responsibilities to meet the needs of all the children. The key-person system is very well established and as a result, children form strong attachments and have an obvious and clear sense of security and belonging. Staff are very accomplished in recognising the uniqueness of each child and providing for their individual needs and interests. The calm atmosphere of the nursery and the highly effective partnerships staff enjoy with parents help all children to settle well into routines. The daily handover consists of friendly and informative exchanges which parents say they truly appreciate and helps them feel at ease. Children with specific health and care needs are catered for extremely well. Parents express particular gratitude toward the staff because they work cohesively with the parents to ensure all individual requirements are known and adhered to very efficiently. Parents state how they cannot believe that a nursery of this size can provide such individualised provision and that the exceptional care and consideration shown to their children and to them is amazing.

There is extensive support to help children with movement through the nursery. For example, their key person visits with them and they are gradually and sensitively encouraged to form relationships with new staff and children. As a result, children in this nursery are exceptionally happy and settled. Parents explain how they are consulted about the best time and approaches to settling children and making sure they and the children are confident before a more permanent move. Staff are considering ways to support children in preparation for moving on to school. They are developing partnerships with local schools and gathering information from teaching staff about the expectations of the schools in order to establish a clear programme for smooth movement between settings. Staff are fully aware of their responsibilities in keeping children safe and are particularly vigilant, while allowing them to take manageable risks in their play. For example, outside children build dens with branches and twigs in the roots of the large trees. Furthermore, children learn to hunt for bugs in the undergrowth and explore the 'wild' areas of the garden safely. Children are developing high levels of self-esteem because staff are attentive and value their contributions. Staff act as superb role models so that children learn about sharing and turn-taking and they skilfully help them share popular resources. There is a significant emphasis on the great durability and high quality of resources available. The children have free access to the most wonderful array of resources in a truly exceptional environment. The quiet and relaxing music and calming colour scheme adds to the homely atmosphere, which parents say they have not experienced anywhere else. Children enjoy healthy snacks and well-balanced and nutritious meals which are freshly prepared every day. At mealtimes children chat happily with their friends and staff, which successfully promotes the development of their conversational skills. Furthermore, the 'snack cafe' is set up at time through the day so that children can choose when to have a snack. Staff encourage independence as children select from the array of fruit, savoury snacks and dips. They supervise the children as they use safety knives to cut the fruit themselves and pour their own drinks.

There are exceptional opportunities for children to benefit from daily fresh air and exercise. The beautiful outdoor areas provide an abundance of opportunities to enjoy the great outdoors in all weathers. Canopies are on order to enhance these facilities and enable children to move more freely between indoors and outside. Children thrive on accessing natural materials in the outdoors. They negotiate the natural climbing frame

with skill and concentration, walk through the woodlands in wellies and waterproofs, and move tubes and containers to fill and empty the water buckets. They explore in the mud kitchen, check for creatures in the bug hotel or enjoy planting vegetables in the growing zone. In addition to these areas, children practise their physical skills as they play with balls and bikes or move across the scramble nets and climbing frame. All of these mean that children have excellent opportunities to explore and in an highly inviting, exciting and stimulating environment. Furthermore, the experiences significantly extend children's confidence and challenges their abilities which motivates them to succeed and manage risks effectively. Therefore, this prepares them exceptionally well for their future learning.

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

Leaders, managers and staff have an exceptional understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The management team, including the early years co-ordinator, support all staff well and uses their qualifications and experience to best effect. For example, they are highly focused on the importance of assessing the planning and delivery of the educational programmes provided for each child. In addition, they constantly and effectively monitor and revise their techniques in relation to children's progress in order to seek timely interventions if needed. As a result, they are able to evaluate the progress that all children make and adapt practice to meet the needs of groups and individuals. Partnership working is strong at the nursery. Although there is room to enhance the valuable and strong relationships with the schools in order to further support children leaving nursery later in the year, for example, by sharing best practice. The pursuit of excellence is continued in the uncompromising and successful drive to ensure the highest levels of achievement for all children, given their starting points. Staff develop close relationships with children's families and form strong links with professionals from a range of different agencies and organisations. They welcome regular visits from outside agencies to improve their knowledge and ability to ensure all children thrive in this adaptable environment.

The clear and definitive policies and procedures in place support the smooth management of the nursery. Managers prioritise the exacting knowledge and understanding of child protection and safeguarding for all staff and parents in order to protect children from harm. For example, discussions on this topic are at the top of the agenda for all team meetings, appraisals, supervisions and parent forums and detailed displays of information are clear throughout the nursery. The use of cameras, mobile phones and e-safety are areas of particular focus. For example, specific rules and agreed permissions for the use of social networking sites are explicitly shared with all adults to ensure clear understanding and to protect all children, families and staff. Furthermore, staff are assessed by managers against their policy for acceptable standards of behaviour which protects them from allegations while adding clarity to their whistle-blowing procedures.

Highly robust recruitment and vetting systems ensure all people working with the children are suitable to do so. Managers express the importance they give to the staff team and feel they only employ individuals who meet their exacting criteria. For example, they are

very proud of the level of qualifications and experience the staff have. Likewise, staff explain how valued they feel and how much the management team respect their views and ideas. For example, following a member of staffs idea, a video diary was recorded and shared with parents at the recent parents evening. This was a great success because parents and staff used this as a tool to raise points while discussing children's progress. Parents state that they feel honoured to see this and they are delighted that staff truly cherish their time with the children.

Monitoring of the practice throughout the provision is exemplary. The valuable staff supervision and appraisal systems encourage continued professional development. This underpins the unquestionable motivation of the enthusiastic and much appreciated staff team. Staff benefit from high levels of training, work shadowing and mentoring which is effectively linked to improving the quality of service to children and their families even further. For example, once training is identified by staff, either through a need for a particular role or linked to an interest, they set targets for what they hope to learn and the expected benefit to the children. Following the training staff then create resources to use in discussions with other staff to share what they have learnt. The impact on practice is then reviewed at a later date and used to inform further training or to demonstrate best practice during discussions at staff meetings. Frequent peer observations are also used exceptionally well to evaluate their practice in order to make sure children receive high quality learning experiences. These excellent examples of self-reflection improve all aspects of the provision and demonstrate a strong drive to maintain the highest levels of achievement. Furthermore, the views from management, staff, parents, carers and children are collated and contribute to the meticulous improvement plans for the nursery. These are regularly updated and show very clearly the considerable developments which have already taken place and detail the impact on the provision. Many exciting plans for the future show the dedication that is shared by all involved at this exceptional nursery. Parents say that they feel privileged that their children are having such wonderful and treasured opportunities. Therefore, children are receiving the best possible start in life and the support that enables them to fulfil their potential.

The Childcare Register

The requirements for the compulsory 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	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

Unique reference number	EY470385
Local authority	Solihull
Inspection number	943193
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	130
Number of children on roll	70
Name of provider	The Natural Childcare Company Limited
Date of previous inspection	not applicable
Telephone number	0156 477 6633

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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