

# Bellfield Daycare

Bellfield Infant School & Childrens Centre, Vineyard Road, Northfield, Birmingham, B31 1PT

## Inspection date

14/11/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- The staff team plan and provide a wide range of stimulating activities which are based around children's interests and next steps in learning. As a result, children make good progress in all areas of their learning and development.
- The staff team have a thorough understanding of safeguarding and child protection procedures which helps them to ensure they keep children safe.
- The staff team establish good relationships with parents, keeping them well informed about their child's progress and welcoming their comments and suggestions. This helps to promote continuity in both care and learning.
- The staff team work well in partnership with other early years providers and professionals which means all children are well supported.

### It is not yet outstanding because

- Staff do not consistently maximise opportunities for children to develop independence. For example, during mealtimes children do not have opportunities to serve themselves.
- Some staff do not consistently challenge children's thinking or skilfully question them during activities, in order to extend their learning even further.

## 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 observed activities in the playrooms and the outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to staff and children throughout the inspection as appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Kulwant Singh

## Full report

### Information about the setting

Bellfield Day Care was registered in 2008 and is on the Early Years Register. It is situated in the grounds of Bellfield Infant School in the Northfield area of Birmingham and is managed and governed by the school. The setting serves the local area. It operates Monday to Friday all year round, from 7.40am to 6pm. There is an enclosed area available for outdoor play. The setting employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. Children attend for a variety of sessions. There are currently 27 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- maximise opportunities for children to develop independence especially during meal times, for example, by providing them with opportunities to serve themselves
  
- encourage staff to consistently challenge children's thinking by skilfully questioning them during activities, in order to extend their learning even further.

## Inspection judgements

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

The quality of teaching is good. Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. They plan children's next steps appropriately which results in all children making good progress in their learning and development. Staff observe and assess children's learning effectively. They identify children's starting points through conversations with parents before children start at the setting, and use this information as a baseline. This helps staff to gain a good understanding of children's capabilities on entry, enabling them to plan their next steps effectively. Staff complete the progress check for children aged between two and three years of age and share this assessment with parents. Each child has a learning journal which contains photographs, observations and progress summaries, showing how well children are developing in readiness for school. The staff complete the progress summaries each term and make comments on children's next steps. They then track children's progress to clearly show the development they are making in each area of learning. New next steps are planned and shared with parents. This helps to create a positive relationship with parents and ensure they are involved in their children's learning and development.

Staff focus on children's interests and use these as an opportunity to develop children's learning. For example, staff provide young children with a wide range of books which they enjoy looking through independently. Children are interested and engage when staff read to them, while children turn pages. As a result, children's language skills are enhanced and they show high levels of concentration. Staff provide young children with open-ended resources, such as empty cardboard boxes. Children enjoy filling and emptying these with balls and try to climb into them. This builds on their physical development, confidence and explorative skills. However, some staff do not always challenge children's thinking by skilfully questioning them during activities. As a result, children's language and problem solving skills are not always extended further. Children are able to freely access activities in the room and staff consider how to make resources appealing to children. For example, the water tray is made interesting for children by adding toys that they enjoy playing with. As a result, children engage in role play pretending to give each other cups of tea. During art and craft activities, children show good control when using scissors, pens and pencils and some older children successfully write letters of the alphabet. Children enjoy making marks using water and paint brushes on the walls of the play house in the outdoor play area. This effectively encourages children's early writing skills. Overall, children show that they have the key skills needed for their next steps in learning, including the move on to school.

Parents are given information about the Early Years Foundation Stage at the onset. Parents' meetings are organised regularly to share information about children's progress more formally, and provide further support for parents to support their child's learning and development. Learning journals are sent home so that parents can look at them and add comments which staff take account of. Children who speak English as an additional language are well supported. Key words from their home languages are used to help them settle. Consequently, they feel valued and secure. Parents have daily opportunities to meet with staff to discuss their children's achievements and progress.

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

Children are very happy and emotionally secure because staff encourage parents to share information about children's well-being and routines so that their needs are fully met. Staff implement an effective key-person system, which helps to promote children's emotional well-being. Effective relationships between children and the key person are established. For example, staff swiftly attend to children's care needs, comforting them when they become upset. Children have solid relationships with all staff members and confidently approach staff for help or support if needed. These close relationships allow children to feel safe and secure while at the setting and gives them the opportunity to explore their environment with confidence. Transitions are fostered well from home and within the setting. Settling-in procedures ensure that children feel secure and safe, with gradually increased periods of attendance in partnership with parents, to suit the individual child. Children often play in the outdoor play area alongside children from the attached school. This prepares them for transition into the school's reception class. Children's behaviour is fostered well. Positive behaviour is encouraged and promoted by staff because they are caring and show affection towards the children in their care. Constant praise is given to

children and younger children are encouraged to use 'kind hands' as they play alongside their friends.

Staff are vigilant about health and safety and prioritise this to minimise risks within the room. For example, when children explore the water tray, staff ensure that the floor is dry to prevent children from slipping. Staff remind children that they need to sit on their chairs appropriately otherwise they will fall and hurt themselves whilst playing. Children are safe because staff follow rigorous risk assessment procedures and monitor the environment diligently on a daily basis. Staff are deployed well within the environment and supervise children closely so they remain safe. Children are encouraged to learn about managing their own risks during play. For example, under supervision they use milk crates for balancing on in the garden and challenge themselves as they climb on to the slide.

Children have plenty of opportunities for fresh air and exercise in the outdoor play area which has stimulating resources, such as the climbing frame, bikes and balls. Consequently, their physical development is well promoted. Lunchtimes are calm. Children are provided with warm, healthy meals which they enjoy. Children use knives and forks and generally feed themselves independently, although, staff do assist children who require help. However, children do not serve food themselves as it is plated in the kitchen and then brought to them at the table. Consequently, children's independence skills are not always promoted, especially during mealtimes. Staff eat with the children and have meaningful conversations with the children about healthy foods. Children learn about foods that are good to eat and how to stay healthy. Staff encourage children to wipe their own faces after meals using flannels. They do this while they look at their faces in the mirror. Older children use sinks to wash their hands and faces, which teaches them about healthy routines.

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

The management team have a good understanding of their roles and responsibilities in ensuring that the setting meets the requirements of the Early Years Foundation Stage. Children are suitably safeguarded at the setting. The management team and staff have a good understanding of the signs and symptoms of child abuse and what to do if they are concerned about the welfare and safety of a child. This includes what to do if an allegation is made against a member of staff or the management team. Safeguarding is high on the agenda at team meetings. All staff attend regular training to enhance their safeguarding knowledge and practice, which enables them to implement the safeguarding policy effectively. The welfare of the children is monitored closely. The designated leads for safeguarding have a clear understanding of their role and any concerns are dealt with effectively and promptly. The management ensure robust systems for recruitment and vetting are implemented. All staff undergo a programme of induction and relevant checks are carried out before appointments are made. A wide range of policies and procedures, risk assessments and safety measures are all in place, implemented by staff and monitored by management. These are reviewed in team meetings, or when it is identified that amendments or additions need to be made. Staff carry out daily risk assessments, indoors and outdoors, helping to ensure that the environment is free from hazards and

that resources and equipment are safe for the age range of children using them. Risk assessments are also in place for regular local outings, assuring children's safety and well-being when away from the premises.

The strong management team ensure staff provide a well organised and efficient service to all children and parents. The manager understands the importance of supporting the professional development of staff. One-to-one supervisions and appraisals are held to discuss working procedures as well as to identify any training needs. This helps to ensure consistency in the quality of care and teaching within the staff team. The management team fully understand their responsibility to promote children's learning and development, and they do this well. Systems are implemented to monitor the rate at which children are progressing and to identify and address any gaps in achievement as they emerge. This ensures assessments are an accurate reflection of children's skills, abilities and progress, and means the management can support staff to target specific areas of learning, if necessary. There is a good focus on reflection and self-evaluation and the setting accurately identify the strengths of the setting, as well as areas for further development.

In addition to maintaining good relationships with parents, the staff work well in partnership with other early years providers and professionals, such as speech and language therapists and specialists who work with children who have hearing impairments. This means all children are supported well. Management work closely with the staff of the attached school. This results in a harmonious working environment where adults and children thrive. Furthermore, it contributes to children's continuity of care and learning as they move onto the next stage in their education.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY368812
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	994216
<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>	23
<b>Number of children on roll</b>	27
<b>Name of provider</b>	The Governing Body of Bellfield
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 464 4855

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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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