

# BBDC Childcare Providers

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



## Inspection date

16 February 2015

Previous inspection date

18 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children's understanding of the benefits of a healthy lifestyle is promoted extremely well. Staff regularly teach children about healthy food choices, and provide them with plenty of opportunities for outdoor play and physical exercise.
- The quality of teaching is good. Staff know the children well and successfully plan meaningful activities and experiences that motivate children to participate and learn.
- Children are protected from harm. Safeguarding policies and procedures are implemented well, and staff know the correct procedures to follow should they suspect abuse or neglect.
- Partnership working between parents and staff is very good and effectively promotes children's well-being and progress. Parents speak highly of the staff team and value their effective support and good-quality communication.
- The provider and her staff team are enthusiastic about what they do and want the best for children. Knowledge gained through training, visiting other settings and networking with other professionals, is used well to continually improve the quality of the provision.

### It is not yet outstanding because:

- The provider has not established highly effective links with local schools to ensure that children's learning and development needs are exceptionally well met.
- Opportunities to enhance children's learning while they play in the outdoor area are not fully exploited.

## What the setting needs to do to improve further

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

- enhance children's progress and well-being further by strengthening the arrangements for sharing information with local schools about teaching methods, children's experiences and their progress
- build on children's good progress and their strong sense of exploration by extending the range of resources readily available to them while they play outdoors.

### Inspection activities

- The inspector observed activities in the baby room, pre-school room and outdoor play area.
- The inspector spoke with the provider, manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection and recorded on questionnaires sent out by the nursery.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector conducted a joint observation with the manager.

### Inspector

Carol Johnson

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff know the children in their care well. They maintain regular communication with parents and exchange lots of information about children's needs, interests and preferences. However, information is not shared as well between the nursery and local schools. Staff do not always exchange comprehensive information about their teaching methods, children's progress and experiences. Consequently, opportunities are not fully exploited to help children make rapid progress in their learning and development. Children play a purposeful role in their learning, initiating many of their own games and activities. They are developing into confident speakers, and pre-school children readily talk about things that interest them. This means staff often join in with activities and effectively model language, problem solving and a range of skills. Children love to play outdoors and show a strong sense of exploration and curiosity. For instance, toddlers enjoy mixing mud with water, and older children enjoy 'bug hunts', and growing flowers and vegetables. However, a wide range of resources that promote children's learning across all areas is not always available outside. Consequently, some opportunities to build on children's good progress are not fully exploited.

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

Children are happy and settle easily into the nursery routines. The effective key-person system provides children with stability and helps them to form positive relationships, gain confidence and self-esteem. Staff are very affectionate and make all children feel that they are valued. There is a sharp focus in the nursery on preparing children for school and future life. For instance, staff encourage pre-school children to try and put on their shoes and coats independently in readiness for outdoor play. Group activities are often organised and these inspire children to listen to others and take turns in their play. Staff are positive role models and make sure all children fully understand the nursery rules and their behaviour expectations. Older children know that they must be careful around the younger ones, and that good manners are expected. Children participate in regular fire drills, and staff teach children to use resources safely and sensibly. As a result, children develop a good awareness of how to keep safe and their well-being is assured.

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

Leaders and managers act effectively to safeguard children. Policies and procedures reflect legal requirements and they are implemented effectively. Management successfully monitor and review the effectiveness of teaching, the quality of the learning environment and children's progress. Effective action has been taken in relation to all weaknesses identified at the last inspection, and the subsequent monitoring visit. Managers routinely observe staff practice and regularly meet with individual staff members to discuss and identify training needs. Qualified and experienced staff act as mentors to those with less experience and/or confidence. This practice builds strong and supportive relationships between staff, and has a positive impact on the quality of teaching and learning.

## Setting details

<b>Unique reference number</b>	EY396976
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	993361
<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>	22
<b>Name of provider</b>	BBDC Childcare Providers
<b>Date of previous inspection</b>	18 September 2014
<b>Telephone number</b>	01214304400

BBDC Childcare Providers was registered in 2009. The nursery opens Monday to Friday, from 7am until 6.15pm. It also offers holiday care for children aged up to 11 years. The nursery employs five members of childcare staff, all of whom hold early years qualifications to at least level 3. The nominated person has a management qualification at level 4, and an early years foundation degree. The manager also has a management qualification at level 4.

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