

The Meadows Day Nursery

79 Bells Lane, Birmingham, West Midlands, B14 5QJ



Inspection date

4 June 2015

Previous inspection date

17 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The managers have made significant improvements since their last inspection. They have a clear vision for the future of the provision and consistently reflect on practice to ensure continuous improvement.
- Children gain effective skills in readiness for the next stage in their learning and school. They are engaged and motivated in their learning because staff support children well and provide an array of experiences across all areas of learning.
- Children's independence is promoted very well. Children self-select from a wide variety of resources. Older children self-serve at mealtimes and enjoy helping staff to set up activities and tidy away.
- Children benefit from a well-organised outdoor area. Staff inspire children to investigate, explore and develop their own ideas through the use of a wide variety of resources. Children have plenty of opportunities for fresh air and exercise, which contributes to a healthy lifestyle.
- Children are protected from harm because all staff place a strong focus on safeguarding and are fully aware of their responsibilities. Procedures for collecting children are robust, and risks are effectively managed to keep children safe.

It is not yet outstanding because:

- Some activities do not always stretch and challenge the more-able children so that they achieve to the highest possible level.
- The arrangements for tracking children's development does not fully take into account the progress made by all groups of children within the setting.

What the setting needs to do to improve further

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

- use assessment even more precisely so that activities planned for the more-able children build on what they already know and can do to help them to make more rapid progress
- enhance the methods for tracking children's overall development to precisely identify the progress made by all groups of children across the setting.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector carried out joint observations with the manager.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff working with children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Emma Daly

Inspection findings

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

The quality of teaching is consistently good. Staff are well qualified and use their knowledge and skills to provide stimulating activities so that every child makes good progress. Staff use information about children's next steps to inform future planning. They follow children's interests and join in with their play. For example, as children pretend to be doctors, staff model language and question children to extend learning further. Younger children enjoy activities, such as painting and water play. Older children develop their literacy skills as they take part in story time. Children have many opportunities to make marks and use a variety of writing equipment, both indoors and outside. Older children eagerly write their names and are proud to display their writing skills. Staff encourage children to count during activities and everyday routines. However, activities planned for the more-able children do not always provide them with enough challenge. This is because some staff do not make the best use of the information regarding what children have already learned and can do, in order to support them to make rapid progress.

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

Children are confident and self-assured individuals because they build secure relationships with their key persons. Staff get to know the children well and use information gained from parents to identify their starting points. Children play well together and learn to share and take turns, as staff model this well. Children's health is assured as they follow good hygiene routines and enjoy a selection of healthy meals and snacks. Drinking water is available through the day. Mealtimes are social occasions, staff routinely sit with children reinforcing the importance of healthy eating. Children develop good self-care skills. Staff encourage them to change their clothing before and after sports activities, and children show increasing independence with toileting.

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

The managers have a good understanding of the Early Years Foundation Stage and ensure all legal requirements are met. The well-established staff team are enthusiastic about providing children with good quality provision. The management team drive improvements. They use the views of parents, staff and other professionals to evaluate the provision and identify clear priorities for improvement. Managers support staff well. They regularly meet with individual staff members to identify ways to enhance their practice, for example, through training. As a result, the quality of teaching is now good. Staff track the progress children are making, and identify and plan for any gaps in their learning. However, managers have not yet identified ways to compare the progress made by different groups of children, to ensure all groups make the best possible progress. Partnerships with parents and other professionals are strong. Key persons meet with health visitors and parents to complete the progress check for children aged between two and three years. Ongoing information is consistently shared to ensure every child's

individual needs are met so that they make good progress.

Setting details

Unique reference number	257187
Local authority	Birmingham
Inspection number	1002660
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	77
Name of provider	Michelle Brain and Donna Barrett Partnership
Date of previous inspection	17 December 2014
Telephone number	0121 458 2200

The Meadows Day Nursery was registered in 2001 and is privately owned and managed. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and two at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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