

# Castle Bromwich Nursery

Castle Bromwich Nursery Bosworth Wood Campus, Auckland Drive, BIRMINGHAM,  
B36 0DD



## Inspection date

13 July 2015

Previous inspection date

18 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Leaders and managers have implemented significant changes since the last inspection. They are clear about their role to ensure all requirements of the Early Years Foundation Stage are met. Their ambition to raise standards, combined with their targeted focus on addressing the previously identified weaknesses, has ensured better outcomes for all children.
- Most staff are well qualified. Managers supervise staff's practice and ensure they have opportunities to further improve their professional development and keep their skills up to date. This has a positive impact on the quality of care and education they provide.
- All children make consistently good progress given their starting points. Staff clearly understand how young children learn and provide a variety of activities that promote their individual learning needs.
- Children form close bonds and attachments to staff. They are supported well from the outset, which helps them to feel safe and secure. Staff give them time to adjust to their new surroundings and take the time to get to know them. As a result, children are relaxed, happy and very content within the nursery.
- Care practices are good. Staff find out about children's care needs when they start. They make adaptations to practice, as needed, to ensure that all children participate fully. Therefore, children's well-being is effectively promoted.

### It is not yet outstanding because:

- Pre-school children do not always have plenty of opportunities to develop their understanding of the importance of taking on simple responsibilities.
- Partnership arrangements with some of the other settings children attend are not yet fully effective.

## What the setting needs to do to improve further

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

- provide more opportunities for pre-school children to enhance their social skills and self-confidence, in readiness for school, by increasing their understanding and enjoyment of taking on simple responsibilities
- strengthen partnership arrangements with the other providers involved in the care and education of individual children, so that children benefit from a shared approach and continuity in their learning and development.

### Inspection activities

- The inspector observed activities indoors and outside.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held a meeting with the provider and manager, and spoke to the staff throughout the inspection.
- The inspector looked at records available, including policies, procedures, risk assessments, children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and the qualifications of the provider and staff.
- The inspector discussed the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and children spoken to on the day.

### Inspector

Josephine Heath

## 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. Babies have opportunities to explore a variety of sensory materials. Staff encourage them to explore these in different ways. This helps to promote the youngest children's physical skills and understanding of the world around them. Toddlers enjoy participating in small-group times where they listen to stories and sing familiar songs. This contributes to developing their early communication and language skills. Pre-school children are encouraged to play more independently. Staff involve themselves in their games to extend their imaginative ideas, enhance their thinking skills and encourage them to solve problems. This helps the older children to express themselves and develop their creative and mathematical skills. Management frequently checks children's progress. The manager, who is the nursery's special educational needs co-ordinator, is instrumental in ensuring all children receive the prompt help and support they may require. As a result, no child falls behind.

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

The nursery is bright and welcoming. Resources are easily accessible. This gives all children the motivation to choose what they want to do and, ultimately, learn through their own play ideas. Staff promote children's independence throughout activities. They provide lots of opportunities that encourage children to do things by themselves. However, arrangements for encouraging pre-school children to take on responsibility for completing simple tasks are less effective. Overall, children are encouraged to develop the good social and emotional skills they will need for moving on to school. Staff have a strong focus on helping all children learn to negotiate with their peers and take turns. They also encourage older children to begin to manage their own care needs in readiness for the changes ahead.

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

All staff have received safeguarding and first-aid training. They know how to act swiftly should they have any concerns regarding a child's welfare. The nursery is well organised, clean and tidy. Well-placed documentation ensures that staff are able to meet children's specific needs and minimise any potential hazards to them. Staff also teach children about the importance of keeping themselves safe and healthy. Therefore, children's safety and physical welfare are fully promoted. Partnerships with parents are very well established. Information is frequently shared. Therefore, continuity in children's learning and care, between the nursery and home, is effectively promoted. However, arrangements for sharing information with the other settings some children attend are not as well developed. The management team evaluate the nursery, taking into account the views of those who use it. A clear plan is in place for further improvement. Management are focused on maintaining the improvement already made and want to continue to build on this to secure outstanding outcomes for all children in the future.

## Setting details

<b>Unique reference number</b>	EY319443
<b>Local authority</b>	Solihull
<b>Inspection number</b>	1010762
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	77
<b>Name of provider</b>	Lawnswood Childcare Ltd
<b>Date of previous inspection</b>	18 August 2014
<b>Telephone number</b>	0121 747 4763

Castle Bromwich Nursery was registered in 2006. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and one at level 5. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for 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.

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