

Puzzles Day Nursery

1145 Bristol Road South, Northfield, Birmingham, West Midlands, B31 2SL



Inspection date

4 August 2015

Previous inspection date

12 August 2014

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

Summary of key findings for parents

This provision is good

- The well-qualified staff team provides a well-resourced environment, where children are positively supported. Planning evolves from children's interests and their next steps in learning. This means children make good progress in their learning in readiness for school.
- Children have plenty of opportunities for fresh air and exercise. They are able to play in the exciting outdoor area in all weathers. This means children's physical well-being is successfully fostered.
- Good support is given to children with special educational needs and/or disabilities. Targeted plans are followed and staff work closely with parents and other professionals to ensure children's individual needs are met.
- The management and staff have a sound knowledge and understanding of how to safeguard children. They have attended relevant training and know what procedures to follow if they have any concerns, which helps to protect children's welfare.

It is not yet outstanding because:

- There is capacity to enhance opportunities for children to further develop their mark-making skills within their play and learning environment.
- Staff do not always take full advantage of the opportunities in all activities, to encourage children to use technology to support and extend their investigative skills.

What the setting needs to do to improve further

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

- extend opportunities for children to further develop their mark-making skills, both indoors and outdoors, to enrich their pre-writing skills
- take further advantage of the opportunities to extend children's interests and understanding of technology, for example, during activities, to support their skills and knowledge of how things work.

Inspection activities

- The inspector observed the quality of teaching and staff practice and the impact this has on children's care and learning, both indoors and outside.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke to the deputy manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's learning records, planning documentation and a range of other documentation, including policies and procedures and evidence of the suitability of staff who work in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Karen Cooper

Inspection findings

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

Children are eager and motivated to learn. Staff provide them with a good range of adult-led and spontaneous activities which help them to learn through play. Children play with sand and water and learn about textures. Staff use these activities well to effectively help children learn about mathematical concepts, such as 'full' and 'empty'. Younger children develop their curiosity as they explore and investigate sensory materials and treasure baskets. Older children have great fun using their imaginations during role play and pretend to phone each other using mobile phones. However, staff do not always build on children's interest in technology to help further extend their skills. In addition, they miss opportunities for children to enhance their mark-making skills within their play. Staff engage in purposeful discussion and constantly extend their questioning to challenge children's language and vocabulary. For example, during a group activity, staff teach children to pronounce words, such as banana and cucumber, correctly. Staff establish good relationships with parents and share ideas with them to continue to expand learning opportunities at home.

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

Children are welcomed in a stimulating and nurturing setting where their emotional and physical needs are well met. They form strong bonds with their key person who consistently promotes their confidence and social skills. This means that children are well prepared for school. Staff obtain a wealth of information from parents when children first start, to ensure that their move from home to nursery is a positive experience. Children are familiar with the routines and this contributes to their good behaviour and strong sense of belonging. They develop good levels of independence. Staff encourage them to put on their own shoes, pour their own drinks and access toys and resources independently. Consequently, they learn important skills ready for school. Good hygiene procedures are promoted and followed. Children are provided with a variety of nutritious meals and snacks, and they enjoy easy access to drinks throughout the day.

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

The motivated staff are led by a management team that is committed to promoting good quality care. As a result, outcomes for children are continually improving. Staff have a good understanding of their roles and responsibilities to meet the requirements of the Early Years Foundation Stage. Management follow clear recruitment and induction procedures to ensure staff are suitable to work with children. Staff have regular supervision and appraisal meetings. They are provided with good training opportunities and effective systems are in place for management to check that children are making good progress. The management team have a clear understanding of the setting's strengths and areas for improvement. Staff work hard to establish and maintain successful partnerships with other professionals and parents. This means they can obtain the advice and guidance they need to effectively support the children and their families.

Setting details

Unique reference number	EY301347
Local authority	Birmingham
Inspection number	987596
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	49
Name of provider	Tanya Jeanne Grimmatt
Date of previous inspection	12 August 2014
Telephone number	0121 476 4111

Puzzles Day Nursery was registered in 2004. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and one at level 2. Two members of staff have Early Years Professional status. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6.30pm. A before- and after-school club is open from 7am until 9am and 3.30pm until 6pm, Monday to Friday, and a holiday club runs during school holidays. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

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