

## Inspection date

Previous inspection date

8 December 2015

13 December 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Parents and young children are reassured by very well-planned, unhurried settling-in arrangements. These ensure children, parents and staff get to know each other very well. Young children form close bonds with the caring staff. Parents feel confident from the start to talk to staff about their children's care, learning and development.
- Babies and toddlers are nurtured and thrive. Their routines and care, health and dietary needs are fully understood and calmly and conscientiously met by staff. They work closely with parents to regularly review and update this information.
- The manager and staff have a thorough knowledge of children's starting points and progress. They draw on their regular, precise assessments to identify relevant, challenging next steps for each child's learning. The manager and staff skilfully use this information to focus their planning and teaching on developing children's understanding and skills and promoting their outstanding progress.
- Babies and toddlers are extremely confident, purposeful learners. They relish the support and encouragement of the attentive manager and staff and eagerly explore the most welcoming and child-friendly surroundings.
- The quality of teaching and care is outstanding. Robust recruitment, induction and staff performance and development procedures ensure the manager, staff and students are well qualified, highly skilled and knowledgeable. Their excellent team work means children are extremely well cared for and experience exciting learning opportunities.
- Excellent partnerships with other agencies ensure thorough well-coordinated arrangements for keeping vulnerable children safe. This also supports disabled children and those with special educational needs to make rapid progress. Exemplary information sharing with other providers ensures young children have continuity of care and education when they move on from the nursery.

## What the setting needs to do to improve further

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

- continue to create innovative ways for parents and staff to work together to plan for babies' and toddlers' future learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider, who is also the nursery manager.
- The inspector held meetings with the provider and spoke to the staff and children. She also had telephone conversations with the college's director of learning services and a senior officer in the human resources department.
- The inspector looked at relevant documentation, including the nursery's development plan and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection. She took account of their views and of other parents' views from their written feedback to the provider.

### Inspector

Rachel Wyatt

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The enthusiastic, highly skilled manager and staff are passionate about their work with children and families and always strive to offer them an excellent, inclusive service. Their very successful drive for improvement is based on their thorough checking of their practice and procedures and a comprehensive, well-targeted development plan. Current plans include offering parents additional opportunities to meet with staff to discuss their children's future learning. There are already excellent relationships with parents. Their views about their children's routines, interests and abilities contribute to staff's highly effective planning for children's care, learning and development. Arrangements for safeguarding are effective. The manager and staff follow a robust programme of safeguarding training and have an excellent knowledge of abuse, neglect and other potential risks to children. They conscientiously monitor children's welfare and work professionally with vulnerable families and other agencies to keep children safe and well.

### Quality of teaching, learning and assessment is outstanding

Babies and toddlers thoroughly enjoy learning. Staff offer them rich and varied activities and resources which encourage young children's choices, exploration and sustained interest. Staff skilfully interact with babies and toddlers to develop their understanding and emerging speech and language. Babies are absorbed and express their delight as they explore shapes, textures and sounds during sensory play. Staff chat to toddlers about their activities and ideas while they imaginatively play with small-world figures and make different structures from various materials. Babies and toddlers love books, stories and songs and eagerly make marks with paints and chalks. Staff skilfully foster their counting and growing awareness of colour, shape and size during activities.

### Personal development, behaviour and welfare are outstanding

Children and parents really appreciate the nursery's inviting, family atmosphere. The kind, approachable manager and staff perceptively respond to children's and families' different circumstances and any issues affecting their well-being. They sensitively help parents to access various services and encourage them to bring their children regularly to nursery. Parents welcome the manager and staff's advice and support regarding their children's routines, care, health and behaviour. Babies and toddlers have very positive relationships with each other and staff. The staff skilfully develop children's confidence and promote their sharing, turn taking and being kind. Staff broaden babies' and toddlers' experiences. They reflect children's linguistic and family backgrounds in play and involve them in various celebrations. Babies and toddlers are very well nourished, relish being outdoors and safely move with balance and control. For instance, toddlers eagerly tackle an obstacle course and use a balance beam they and staff have made.

### Outcomes for children are outstanding

Babies and toddlers make outstanding progress. This includes disabled children and those with special educational needs, children who speak English as an additional language or who receive funding. Staff skilfully help young children to be extremely confident, active and resourceful learners who are very well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY265795
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1017113
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	18
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Heart of Worcestershire College Childcare Services
<b>Date of previous inspection</b>	13 December 2011
<b>Telephone number</b>	01905 743555

Baby-Tec was registered in 2003. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or 3. The provider, who is the manager, has Early Years Professional status. The nursery opens from Monday to Friday for 40 weeks of the year, during college term time. Sessions are from 8.30am until 5.30pm Monday to Thursday and from 8.30am to 5pm on a Friday. The nursery provides funded early education for two-year-old children. Support is provided for disabled children and those who have special educational needs and children who speak English as an additional language. There are close links with the nursery's partner nursery located in another part of the college.

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