

# The Meadows Day Nursery

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



## Inspection date

21 July 2017

## Previous inspection date

4 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The provider has worked well to maintain the good quality of the provision in the nursery. They have built a cohesive team that works effectively to meet the needs of all children.
- Children behave well. They know what is expected of them, follow the rules of the nursery and play well together. Children of various backgrounds learn about diversity and other cultures, such as through planned activities.
- Staff teach children well. They make learning fun and help children move on to the next level in their learning and make good progress in their development.
- Senior staff monitor the assessments of children's achievements and the effectiveness of the planning. They identify where children need additional support and ensure this is focused so that gaps in their learning close substantially.
- Parents say that staff have a professional attitude and are extremely supportive. Parents contribute to their children's initial assessments and they receive good guidance to continue with their child's learning at home. They have frequent opportunities to discuss their children's progress reports.

### It is not yet outstanding because:

- Staff do not always encourage children to find their own solutions to problems.
- At times, staff do not give high priority to promoting children's independence skills as part of the daily routine activities.

## 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 children to find their own solutions to problems
- help children to build on their independence skills throughout all activities and routines.

### Inspection activities

- The inspector looked at a selection of documents and checked evidence of the suitability of persons who work with children.
- The inspector observed the quality of teaching during the activities indoors and assessed the impact this has on children's learning. The inspector carried out joint observations of teaching with a senior member of staff.
- The inspector held a meeting with the managers.
- The inspector spoke with children and staff.
- The inspector read written feedback from a number of parents and took account of their views.

### Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of the leadership and management is good

The provider effectively supports staff to take responsibility for aspects of practice in the nursery. This helps them develop high levels of competence to fulfil their roles. For example, staff take the lead in the healthy lifestyles programme and they monitor the quality of teaching. They have opportunities to discuss their professional development through regular performance management meetings. Staff use what they learn at training effectively, such as to review and alter the layout of rooms, so that children are more focused in their learning and play. Parents are very happy with the quality of children's care and they praise the staff for the support their children receive. The arrangements for safeguarding are effective. Staff have a good understanding of what they should do to protect children and keep them safe from harm.

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

Overall, staff engage children fully in their learning. They plan a wide range of opportunities so that children gain skills that are appropriate for their age and stage of development. For example, children aged two years develop their coordination skills to cut play dough into several shapes. Pre-school children learn to recognise the colour of their eyes and attempt to draw self-portraits. They have a good understanding of facial features and draw what they see when they look in mirrors. Staff in the baby room imaginatively promote children's sensory learning. Children have opportunities to explore dry and wet sand and to feel different sensations. Staff provide good guidance for children to develop precise skills, such as while they use crayons to make circular marks and draw. Staff effectively promote children's self-awareness; for example, by enabling them to join or leave activities as they wish.

### Personal development, behaviour and welfare are good

Staff care for children in a stable environment and effectively nurture their well-being. Most of the staff have worked in the nursery for a considerable period. This helps children to form strong relationships as they move through the nursery. Children are confident as they talk with staff and choose resources for play. Children behave well. They respond positively to reminders about rules, such as riding safely on bicycles during outside play. Children have opportunities to participate in physical play activities indoors. They enjoy a wide selection of fresh fruit at snack time and water is always within reach.

### Outcomes for children are good

All groups of children, including those in receipt of funded education, make good progress in their learning and development. Children develop good language skills and are able to take turns at conversing with adults and their friends. Children have access to books and they enjoy listening to stories. In general, they are developing skills in working out simple number calculations. They explore their surroundings and make decisions about play activities. Children develop good skills to contribute in large groups and are well prepared for the next stage in their learning at nursery or school.

## Setting details

<b>Unique reference number</b>	257187
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1090454
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Michelle Brain and Donna Barrett Partnership
<b>Registered person unique reference number</b>	RP522890
<b>Date of previous inspection</b>	4 June 2015
<b>Telephone number</b>	0121 458 2200

The Meadows Day Nursery registered in 2001 and is located in Birmingham, West Midlands. The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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