

Pride & Joy Childcare

16 Station Road, Birmingham, B47 6AA



Inspection date	4 August 2017
Previous inspection date	6 May 2014

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

- Managers are passionate and ambitious. They fully understand their responsibilities. Children's safety and welfare are promoted and all legal requirements are met.
- The nursery is clean and safe. Daily risk assessment checks and a cleaning rota help to ensure all hazards are minimised. This helps to keep children safe.
- Staff are caring and affectionate. They get to know children well. Children seek staff out for comfort and attention and like to include them in their play.
- Children make good progress in their learning. Staff observe and assess children's development routinely. They plan activities that support children's individual needs.
- The nursery special educational needs coordinator is knowledgeable. Children who have special educational needs and/or disabilities benefit from excellent support. This means gaps in their attainment are closing and they are beginning to catch up.
- Partnership working is strong. Staff share a good two-way flow of information with parents, professionals and other providers. Children benefit from continuity in their care and learning between the nursery, home and other settings they attend.

It is not yet outstanding because:

- The arrangements in place to monitor the quality of the provision, teaching and progress more precisely are not always highly effective. Although managers make very good use of monitoring systems to promote the progress of pre-school children this is not embedded as effectively for babies and toddlers.
- Managers do not consistently include the views of staff in self-evaluation. The areas for improvement are not fully clear to all those working in the nursery to help raise the standard as far as possible.

What the setting needs to do to improve further

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

- sharpen the focus of monitoring by managers to help continually improve teaching and children's progress, particularly with regards to babies and toddlers
- strengthen self-evaluation to more consistently include the views of staff so that areas for improvement are clear to all those working in the nursery to help raise the overall quality of provision as far as possible.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector spoke to staff and held a meeting with the nursery management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a clear understanding of safeguarding legislation. This helps to protect children from harm. Managers evaluate the quality of the provision; they are realistic and continually set targets to work towards. For example, recently managers have been developing the delivery of mathematics within the setting. This has had a good impact on the progress of pre-school children. Managers supervise staff and they benefit from opportunities to extend some of their skills. Staff regularly access training, such as first aid, safeguarding, food hygiene and behaviour management. This has a particularly positive impact on the quality of care children benefit from.

Quality of teaching, learning and assessment is good

The environment is bright, welcoming and stimulating. Children access a wide variety of resources, toys and equipment that is suitable for their age. Babies enjoy exploring objects in sand. Staff encourage them to roll them, combine them and shake them. This helps to promote babies understanding of the world. Children greatly enjoy pretend play in the home corner and with play people and village scenery. Staff talk to them about what they are doing and add explanations to their learning. This helps to develop children's imaginative skills.

Personal development, behaviour and welfare are good

The well-qualified staff successfully promote children's physical and emotional well-being. They sensitively meet babies and children's individual care needs. Staff provide children with a nutritious menu of snacks and meals. They ensure children adopt good hygiene routines, such as washing their hands and encourage their independence. Staff also encourage children to take exercise. Children like to ride on wheeled vehicles, use the slide and climb over the low-level playground equipment. Staff remind children of the 'golden behaviour rules' daily. Staff always value children's efforts to keep to the boundaries set and a reward system is in place. Staff find out about children's home lives and value these. They treat children fairly and promote respect.

Outcomes for children are good

Children gain all the key skills they need to progress successfully on to school. Children are confident and curious they are motivated to play and learn. Children develop consideration for others from a young age. For example, babies console others when they cry by taking their comforters to them. Older children negotiate and take turns with others as they play. Children are developing good communication skills. Babies respond well when staff sing to them and enjoy looking at picture books. They are beginning to babble and make sounds. Older children competently talk to staff about what they are doing and express their ideas. Children are also developing literacy skills and are able to recognise familiar logos from pictures and print. They learn to identify different letter sounds and are beginning to experiment with writing their own names.

Setting details

Unique reference number	EY470367
Local authority	Worcestershire
Inspection number	1088241
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	32
Number of children on roll	48
Name of registered person	Pride & Joy Childcare Ltd
Registered person unique reference number	RP533147
Date of previous inspection	6 May 2014
Telephone number	01564829600

Pride and Joy Childcare registered in 2013. It is located in Wythall on the outskirts of Birmingham. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications from level 2 to level 6. The nursery operates all year around. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

