

# Bellfield Daycare

Bellfield Infant School & Childrens Centre, Vineyard Road, Northfield, Birmingham,  
B31 1PT



## Inspection date

21 May 2018

Previous inspection date

14 November 2014

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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

- Leaders use self-evaluation effectively to identify strengths and areas of the provision to develop further. They seek the views of staff and parents. For example, recent changes to the use of rooms has minimised the time children spend waiting at mealtimes.
- Staff support children's communication and language development skilfully. For instance, they provide babies with quality interactions, encourage them to practise their sounds and model words clearly. Older children express their good ideas clearly as they develop storylines in their role play. Children make good progress.
- Staff provide children with many activities to develop their physical skills. Older children benefit from regular opportunities to play energetic games. Younger children learn how to climb safely and babies kick their legs enthusiastically to make bells chime.
- Staff help children to gain an awareness of potential risk and about keeping themselves safe. Children recognise when some aspects of their play could potentially cause an accident and consider what they can do to explore safely. They learn about protecting themselves in the sun, such as wearing hats and using sun cream.

### It is not yet outstanding because:

- The manager does not monitor staff practice rigorously enough to help raise the quality of teaching to a higher level.
- Staff do not fully consider how to adapt large-group activities to more successfully meet children's individual interests and stages of development.

## What the setting needs to do to improve further

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

- monitor the quality of teaching more thoroughly, to help staff reflect further on their practice and raise the quality of children's learning experiences to a higher level
- review and enhance planning for large-group activities to successfully meet children's varying interests and development stage, and help them make the best possible progress.

### Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

### Inspector

Anne Clift

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of how to keep children safe and the process to follow should they need to report any child protection concerns. Staff receive some opportunities to extend their professional skills. For example, recent training has helped them to identify further ways to support children's early literacy. Partnerships are good. Staff keep parents well informed of their children's learning and development. They work closely with the school and health professionals to provide tailored learning plans to support children who have special educational needs and/or disabilities.

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

Staff make good use of observations to inform the assessment of children's achievements and plan effectively for their next steps in learning. Leaders and staff monitor children's progress carefully and any gaps in learning are quickly identified. They effectively support children who need additional help in their communication and language. Staff provide children with a good level of challenge. For example, they ask questions to extend children's thinking and encourage them to share their good ideas. Staff help children to develop their understanding of the world well. Children learn about the needs of plants and how to take care of them. They observe the habitats and behaviours of ants and worms. Babies explore and investigate a range of materials, such as dried rice and mashed potatoes.

### Personal development, behaviour and welfare are good

Staff provide children with a stimulating learning environment that captures their imaginations as they explore it eagerly. They are supportive and nurturing and know children and their families well. Older children develop secure relationships with staff. Babies settle quickly and thrive in their care. Staff help children to develop their emotional understanding and children gain an awareness of different feelings. They respond well to the praise they receive for their achievements and develop their confidence and self-esteem. Children benefit from nutritiously balanced and varied meals.

### Outcomes for children are good

Children gain a secure foundation for their future learning and are well prepared for when they start school. They develop good social skills, play together happily and show consideration for their friends. Their behaviour is good. Children gain good levels of independence and learn to manage their own needs. They develop a sense of responsibility. Babies are keen to help with sweeping up sand and older children serve their meals and drinks. Children progress well with their literacy and mathematical understanding. They learn about letters and the sounds they represent, and count accurately.

## Setting details

|  |                                 |
|--|---------------------------------|
| <b>Unique reference number</b>                   | EY368812                        |
| <b>Local authority</b>                           | Birmingham                      |
| <b>Inspection number</b>                         | 1104739                         |
| <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 - 4                           |
| <b>Total number of places</b>                    | 32                              |
| <b>Number of children on roll</b>                | 50                              |
| <b>Name of registered person</b>                 | The Governing Body of Bellfield |
| <b>Registered person unique reference number</b> | RP527745                        |
| <b>Date of previous inspection</b>               | 14 November 2014                |
| <b>Telephone number</b>                          | 0121 675 1444                   |

Bellfield Daycare registered in 2008. It opens Monday to Friday, all year round, from 7.40am to 6pm. The nursery employs ten members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and one holds level 2. The nursery receives funding to provide free early education to children aged two, three and four years.

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