

Bookwormsdaycare Brickhouse



Brickhouse Community Centre, Dudhill Road, Rowley Regis B65 8HS

Inspection date	11 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Staff in this small playgroup are very caring and build strong bonds with all children to support their emotional well-being effectively. Children new to the group settle quickly and are happy, confident and eager to learn.
- The key-person system is effective in helping children settle in and building supportive relationships with parents. Staff work closely with other professionals, including other early years settings children attend, and they share information well.
- The quality of teaching is good. Staff use new skills they gain from training to support children's learning. This is particularly effective in developing children's communication and language skills. All children, including those in receipt of additional funding and those who may require extra support, make good progress from their starting points.
- The provider and manager lead the staff team successfully. They constantly seek ideas for improvement from staff and parents to help develop clear plans to maintain consistently good outcomes for children.
- Staff cultivate a strong partnership with parents right from the home visits they conduct. Parents know that staff understand their children very well. Staff provide good support for parents to share in their children's learning at home and provide them with ideas for activities.

It is not yet outstanding because:

- Sometimes, group activities are too long and younger children lose concentration and become distracted by others.
- Occasionally, staff do not give sufficient time when posing questions to children to allow them to think and answer.

What the setting needs to do to improve further

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

- review the organisation of group times to help younger children maintain their interest and concentration
- develop staff's questioning skills that allow children sufficient time to think and answer before asking the next question.

Inspection activities

- The inspector observed the quality of teaching both indoors and outdoors and the impact this has on children's learning.
- The inspector and the manager conducted a joint observation of an activity.
- The inspector spoke to the management team, staff and children at convenient times during the inspection.
- The inspector spoke to parents during the day and took account of their views.
- The inspector checked evidence of the suitability of the staff, confirmation of staff training, recruitment procedures and policies, looked at a selection of children's records and discussed safeguarding procedures and the suitability process.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a very good understanding of their roles and responsibilities in keeping children safe, including from extreme views or behaviour. They know how to identify and report any concerns they have about a child's welfare. The management team follows effective procedures to recruit new staff safely. For example, they complete appropriate vetting checks to ensure all staff are suitable to work with children. The manager implements effective coaching and supervision of staff to help improve their knowledge and teaching skills. Together with the provider they encourage staff to continue to develop their knowledge and to make the most of training opportunities. Partnerships with parents are strong and actively encouraged. Staff share information on a daily basis to keep parents aware of children's needs and experiences. They are regularly invited to attend workshops and meetings to review their children's progress.

Quality of teaching, learning and assessment is good

Staff are well-qualified and understand the link between children's play and how it helps them to progress their learning. Staff ensure they provide children with fun, interesting and challenging activities that engage them in their learning. Much laughter is heard as staff and children play together. They interact positively with children and make good use of opportunities to challenge their thinking, overall. For instance, as they make dough. Staff encourage them to think about what ingredients they will add and what will happen to the dough as they add water and food colouring. Staff routinely observe and assess children's development. They make good use of the information they obtain to provide a range of activities that help to extend children's learning and build on their skills. Children enjoy counting, measuring quantities and comparing the size of different objects. They repeatedly empty and fill various containers using materials, such as sand and water. Children enjoy making marks as they paint with water on the ground outdoors.

Personal development, behaviour and welfare are good

Staff are good role models. They provide children with positive examples of how to interact with others, such as listening and sharing during circle time. Staff help children learn about the importance of living a healthy lifestyle. For example, they provide healthy snacks, which children serve themselves and talk to children about the benefits of a good diet. Staff promote good hygiene routines and children know that washing their hands stops germs. Staff ensure children have daily access to the outdoor area where there are many opportunities for them to be physically active.

Outcomes for children are good

All children acquire skills they need to continue their successful learning at school. They are independent and take pride in managing tasks for themselves. For example, young children hand out bowls and cups at snack time. Older children are self-assured and talk freely and enthusiastically to staff and visitors about what they are doing and invite them into their play. Children build very early reading and writing skills, such as sounding out letters and using a range of equipment to make marks and express their ideas.

Setting details

Unique reference number	EY541183
Local authority	Sandwell
Inspection number	10059389
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	20
Number of children on roll	22
Name of registered person	Bookworms Daycare Limited
Registered person unique reference number	RP907064
Date of previous inspection	Not applicable
Telephone number	07452991862

Bookwormsdaycare Brickhouse registered in 2016. The playgroup employs five members of childcare staff. All of whom hold appropriate early years qualifications at level 3 to level 5. The playgroup opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 11.45am until 2.45pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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