

Reameadow Nursery

5 River Brook Drive, Stirchley, Birmingham, West Midlands B30 2SH



Inspection date	23 October 2018
Previous inspection date	19 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 carry out regular checks of the environment to ensure it remains a safe place for children. Access to the nursery is monitored and procedures are in place to ensure that visitors are appropriately vetted before they are allowed entry to the premises.
- The quality of teaching is good. Staff are well qualified and know how children learn and develop. They provide exciting activities that offer a good level of challenge. They plan activities that target what children need to learn next. Staff complete observations of children's learning and share this information with parents. All children make good progress from their individual starting points.
- Managers provide swift intervention when children need extra help. They offer effective one-to-one support and work closely with other professionals, such as speech and language therapists. Children who speak English as an additional language catch up quickly and gain the skills they need to communicate effectively.
- The manager is ambitious and has high expectations for the nursery. She works closely with staff, parents and children to evaluate the provision successfully and sets clear targets to make positive changes that further enhance the outcomes for children.
- Staff work closely and sensitively with parents to help to ensure that children learn about the benefits of healthy eating. For example, they provide information and ideas about healthy packed lunches.

It is not yet outstanding because:

- As children move to other nursery rooms as they grow older, the transition arrangements are not consistently managed well. For example, sometimes, staff are not fully aware of children's precise learning needs from the outset.
- Staff do not always find out as much as possible about what children already know and can do when they first join the setting.

What the setting needs to do to improve further

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

- improve transitions when children move on to other nursery rooms so that staff are clear about children's learning and development from the outset
- find out more information about what children already know and can do before they join the setting, in order to plan more swiftly and accurately for children's next steps in learning from the start.

Inspection activities

- The inspector observed different activities indoors and outdoors and assessed the impact these had on children's learning. The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the manager and deputy manager. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including risk assessments, accident records and attendance records. She discussed the nursery's self-evaluation with the manager.
- The inspector checked evidence of staff suitability and qualifications.

Inspector

Karen Laycock

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff are aware of the possible signs of abuse and know when and where to report any concerns they may have about a child's welfare. Staff know how to escalate their concerns if necessary. Recruitment and vetting processes are robust to help ensure the suitability of adults working with children. In addition, leaders check the ongoing suitability of staff. The manager monitors staff performance well. She identifies any training needs or where they need additional coaching or support. Staff use the skills they gain to enhance children's learning experiences and enjoyment in the nursery. This has a positive impact on the progress children make and drives continuous improvement. Parents speak very positively about the care and education their children receive at the nursery.

Quality of teaching, learning and assessment is good

Overall, staff use their teaching skills effectively to help children to make good progress in their learning. Children are curious and motivated learners as staff plan activities that link well to their interests. Staff help to support children's creativity and critical thinking skills. For example, they provide a wide range of open-ended resources indoors and outdoors, where children can create their own imagined scenarios. Children are engaged for long periods as they create different structures, such as spaceships from cardboard boxes. Staff are mindful of children's next steps in learning and skilfully weave these into children's play. For example, as children explore and investigate soil, leaves and twigs, staff encourage them to count and compare size. Staff offer plenty of opportunities for children to hear and use new words. Staff listen attentively and ask appropriate probing questions. This helps children to share what they know and to think deeply. Children use pens and chalks to make marks, and communicate to staff what they are writing. Staff help to promote children's enjoyment of books and stories. For example, they use expressive voices as they read to children and make sure each child in the group has the opportunity to participate.

Personal development, behaviour and welfare are good

Staff use effective behaviour management strategies to promote positive behaviour. For example, they help children to develop negotiation skills when sharing toys. Children are polite and behave well. They develop close bonds with their key person. Children confidently explore the environment and happily make choices and decisions about their play from a wide range of resources available to them. Staff provide ample opportunities for children to be physical, indoors and outdoors. They teach children about the importance of keeping safe. For example, children learn to use scissors safely.

Outcomes for children are good

All children make good progress from their different starting points. They develop important skills that help prepare them for future learning, such as school. They gain independence in their self-care skills. For example, they learn to use the toilet and wash their hands independently. Children are beginning to identify initial sounds when naming objects and some can recognise and write the letters of their name. They enjoy stories and relate these to their own experiences.

Setting details

Unique reference number	EY262528
Local authority	Birmingham
Inspection number	10069082
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	25
Name of registered person	Birmingham City Council
Registered person unique reference number	RP526959
Date of previous inspection	19 December 2014
Telephone number	01214599981

Reameadow Nursery registered in 2003. The nursery employs eight members of childcare staff. All hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, from 8am to 6pm, all year round.

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