

Beechwood Childcare Limited

Meriden Nursery, Meriden C of E Primary School, Fillongley Road,
Meriden, COVENTRY CV7 7LW



Inspection date	27 March 2019
Previous inspection date	10 May 2016

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

This provision is good

- Staff provide an interesting range of activities for children to freely explore and investigate. Children enjoy their time at nursery and have close relationships with staff.
- Staff work closely with parents and quickly identify any gaps in children's learning. They provide good interventions and support children well, to help close these gaps in learning.
- Staff confidently promote children's literacy and listening and attention skills. They use an effective range of strategies to encourage children to speak and they enjoy the staff's interactions.
- Staff provide good opportunities for children to learn about the local community, wider world and the natural environment.
- Staff place a strong focus on supporting children's physical and emotional well-being. Children learn to enjoy physical activity and about the importance of relaxation.
- Promoting children's health is given good regard. Staff meet children's medical and dietary needs well and work closely with parents to meet their requests.
- Staff do not make the very best use of children's assessment information to help identify ways to challenge their progress to the highest level, particularly in promoting children's mathematical development.
- The manager does not evaluate individual staff practice sharply enough and provide incisive coaching to help raise teaching to an exceptional level.

What the setting needs to do to improve further

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

- refine the use of assessment information to more precisely identify areas for further challenge, to help children make the best possible progress, particularly in their mathematical development
- sharply evaluate individual staff practice and provide incisive coaching, to help raise teaching to an exceptional level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager, owner, general manager and the assistant manager. She looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector took account of the views of parents.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of leadership and management is good

The manager and the leadership team work closely together to oversee the smooth running of the nursery. They all have clear roles and responsibilities and have a good overview of the nursery. Staff contribute to the self-evaluation process and they are enthusiastic and keen to build on the good practice already achieved. The arrangements for safeguarding are effective. Staff have a good understanding of safeguarding issues and receive regular updates to keep them fully informed. Effective recruitment, vetting and induction procedures ensure all staff are suitable to work with children. Staff know parents and their family circumstances well and provide good emotional and practical support when they need it most. Parents report good levels of satisfaction and the progress their children make impresses them.

Quality of teaching, learning and assessment is good

Staff in the pre-school room place a strong focus on getting children school ready. For example, staff skilfully help children to enjoy recognising letters of the alphabet and the sounds they make. They engage children well and support them to communicate. For example, staff caring for children in the Tweenies Room use visual props during morning registration to capture their attention and to encourage them to interact. Staff use children's favourite books as a good stimulus to help them learn. For example, staff offer a rich range of learning experiences linked to these books and children enjoy acting out the stories. They provide good first-hand experiences for children to learn. For example, children use the allotment and care for the flowers, cucumbers, carrots, sweet corn and tomatoes. They learn about the life cycle of the butterfly and enjoy looking for insects.

Personal development, behaviour and welfare are good

Staff help children learn to keep safe. For example, on a daily basis, pre-school children use a checklist and look for any hazards in the outdoor area and consider how to minimise these. Children learn about the importance of keeping healthy. For example, children clean their teeth after breakfast and they learn about which foods are good for their bodies. They thoroughly enjoy the daily morning music and movement session and the afternoon meditation session. Staff caring for babies work with parents to learn about their personal needs and routines and follow these closely. They are nurturing in their approach and gently encourage children to explore and discover. Staff help children to behave well and learn to be kind and caring to others.

Outcomes for children are good

All children, including those who speak English as an additional language and receiving additional funding, make good progress and are well prepared for school. Pre-school children show sustained levels of interest during activities and are eager to take part. Children enjoy using their senses to explore. For example, children describe and compare the texture of the sand, rice, oats and dried pasta during the activity. They show a keen interest in the natural world and living things as they think about the changing seasons and weather. All children enjoy making marks in a variety of ways.

Setting details

Unique reference number	250011
Local authority	Solihull
Inspection number	10072631
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	47
Number of children on roll	43
Name of registered person	Beechwood Childcare Limited
Registered person unique reference number	RP522996
Date of previous inspection	10 May 2016
Telephone number	01676 523637

Beechwood Childcare Limited registered in 1999. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a qualification at level 5, one holds a qualification at level 4, three hold a qualification at level 3 and one holds a qualification at level 2.

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