

Puzzles Day Nursery

1145 Bristol Road South, Northfield, Birmingham, West Midlands B31 2SL



Inspection date	2 April 2019
Previous inspection date	3 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- There have been significant improvements since the last inspection. The manager and staff have worked hard to ensure that all areas of the setting are safe and well maintained.
- The manager and staff understand their responsibilities to ensure that children are effectively safeguarded and protected from harm.
- The new planning and observation processes take account of children's interests and learning needs. Staff use their good teaching skills to plan activities that stimulate these interests and provide appropriate challenge. This promotes learning to a very good level.
- Children build secure relationships with staff who are friendly and nurturing. Staff are attentive and help children to settle into the day well.
- Children have access to a range of play resources indoors and outdoors which supports them to develop their skills and enjoy play with each other.
- Staff promote communication skills very effectively. They listen well to children who are excited to talk about what they would like to do.
- Children are keen and enjoy taking part during stories. They are quick to point out what they know and are happy to share this with others.
- Children's health and well-being is promoted successfully. They are provided with healthy meals and snacks and learn about portion control when they serve themselves at mealtimes.
- Staff promote independence skills well. Children learn to dress and undress themselves successfully in the role-play areas.
- Some documentation does not contain enough detail in all areas.
- New systems for planning are in place. However, they are not yet fully imbedded in practice in order to show the impact these changes have on children's learning and development.

What the setting needs to do to improve further

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

- build on existing arrangements for record keeping to ensure that these contain enough detail in all areas
- further embed the revised planning process and evaluate the impact this has on children's learning and development.

Inspection activities

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

Inspector

Suzanne Taylor

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have attended additional training which has much improved their knowledge and skills. They identify signs and symptoms of abuse and are clear about reporting processes in the event of a concern. There is a range of strong policies and procedures in place that help to ensure that children are kept safe from harm. Staff continue to access a range of appropriate training, such as behaviour management which has increased their understanding and practice. The manager uses her evaluation of staff practice to develop their skills even further and improve the provision for children. Procedures for recruitment are robust. Regular monitoring helps to ensure the ongoing suitability of staff working with children. Partnerships with parents are well established. Parents say they receive regular information about their child's learning and what they can contribute at home.

Quality of teaching, learning and assessment is good

The quality of teaching is much improved. Staff use their good knowledge of children to plan exciting activities that interest them. For example, children use a range of movements as they dance with umbrellas in the outdoor space. Staff model speech well with very young children. They use good eye contact during stories and rhymes to encourage two-way conversation. Babies babble in response to what staff say and are beginning to use words at an early age. During activities, staff skilfully encourage older children to use language to share their thoughts about what they see and what they think might happen next. Children's creativity and problem-solving skills are well promoted. For example, they use a range of materials and work together to build a large-scale boat. Younger children enjoy role-play experiences. For example, they pretend to be doctors, checking each other's temperatures and heartbeats.

Personal development, behaviour and welfare are good

Children behave well. Staff use appropriate strategies and gentle reminders to help children to listen and wait. Older children support each other to find their coats and hats when going outside to play. Children enjoy being active and are eager to take part in the many opportunities to play freely outside. For example, they run up and down the garden laughing as they race each other. Staff are on hand to assist children to follow personal hygiene routines independently. They talk about washing their hands to remove the germs before eating. Children are provided with healthy meals and snacks. They are encouraged to feed themselves. Children are acquiring the skills to use their knives and forks independently.

Outcomes for children are good

Children gain the skills they need to move on to their next stages in learning and eventual move on to school. Assessment information shows that children are making good progress from their starting points and over time. Children develop good language and communication skills. They are encouraged to ask questions and support each other as they count. For example, they learn to use numbers for counting and to add and subtract objects. They develop confidence when speaking with each other. Children have opportunities to make some choices about the routines of the day.

Setting details

Unique reference number	EY301347
Local authority	Birmingham
Inspection number	10084687
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 - 4
Total number of places	32
Number of children on roll	30
Name of registered person	Grimmett, Tanya Jeanne
Registered person unique reference number	RP906720
Date of previous inspection	3 October 2018
Telephone number	0121 476 4111

Puzzles Day Nursery registered in 2004. The nursery employs 15 members of staff, 11 of whom work directly with children. Of these, two have early years professional status, two have qualified teacher status, six hold a level 3 qualification and one holds a level 2 qualification. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6.30pm. A before- and after-school club is open from 7am until 9am and 3.30pm until 6.30pm, Monday to Friday, and a holiday club runs during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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