

# Inspection of Beechwood Childcare Limited

Burman Nursery, Burman Infant School, Velsheda Road, Shirley, SOLIHULL, West Midlands B90 2JW

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Inspection date: 4 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time in this warm and inviting learning environment. They are welcomed in and take part in circle time where all the children sing a 'hello' song. Children have fun exploring the wide array of activities on offer. They enjoy playing with toy dinosaurs in the swamp made of jelly, squishing the jelly between their fingers and exploring the textures as they say it is 'cold' and 'slimy'. Children enjoy being outdoors. They use their physical skills well by riding in push-along cars and rolling large hoops and running after them. Children learn to manage their own risks. They confidently recall that only three of them can safely bounce on the bouncer. Staff play alongside the children and skilfully guide them in their learning. For example, staff initiate a game of 'What's the time Mr Wolf?' Children have fun counting the numbers to the 'time' they are given. Children take part in activities which help them to learn about the world and the environment they live in. They plant their own sunflower seeds and learn what they need to make them grow. Children take part in recycling and litter picking. A love of literacy is being nurtured at the setting along with an enjoyment of singing songs. Children choose a song from the 'song board'. They all enthusiastically join in with the actions and wiggle their bottoms as they laugh with their friends. Children are encouraged to take turns and be kind. Staff are excellent role models and consequently, children behave well.

### **What does the early years setting do well and what does it need to do better?**

- The manager and staff ensure that each child is treated as being unique. They plan an interesting and well-thought-out curriculum for them. Consequently, children are making good progress and, in some cases, rapid progress in their learning, which will support them for their eventual move to school. A well-established key-person system ensures all children feel safe, happy and secure.
- Staff feel supported and valued. The manager supports staff's professional development by providing them with opportunities to gain qualifications and access training courses. This benefits children by enhancing the learning experiences on offer. Staff contribute to the planning of activities. Precise assessments are carried out, which enables swift action to be taken where any gaps in learning are identified. However, children's next steps are not always refined in line with their individual learning needs.
- Staff support early communication skills and mathematical concepts by introducing new words and ideas. Children demonstrate a good understanding of what they have learned as they discuss what numbers are needed to add together to make 10. However, staff could sometimes enhance these opportunities even further to extend children's abilities in these areas.
- Children learn about differences and similarities between themselves and others. The manager and staff ensure that the setting is fully inclusive. Children with

special educational needs and/or disabilities are supported extremely well. Staff attend training and have introduced resources to ensure that children with additional needs can experience play alongside their friends. A 'what's first, what's next' folder with picture cards of activities has been introduced. This assists children who learn visually to know what they need to do next.

- Partnerships with parents are good. The manager and staff ensure that every parent receives the time they need to discuss their children's needs. They get to know their children very well, discussing what each child knows and what they can do. This enables them to plan activities for each child to support their learning. Parents say that it is the staff that make the setting. They describe them as being 'so caring' and say that they give '100% all the time'. Children are invited to take home 'Luna the Dragon' for adventures with their families. Parents and children complete a book with photographs and stories of their adventures to share. This helps to develop children's self-esteem and gives them a sense of belonging.
- Children's independence and self-care skills are promoted through a variety of activities. For example, they collect their cutlery at lunchtime and are encouraged to get their own coats and dress themselves, fastening buttons or zips. Children are also encouraged to take care of their own personal hygiene. They learn about the importance of being healthy as they wash their hands after activities and before eating. Children enjoy freshly prepared hot meals and healthy snacks. They discuss what foods are healthy or unhealthy. Books are used as a visual aid. 'The Hungry Caterpillar' is used to talk about feeling well or poorly, depending whether healthy or unhealthy food has been eaten.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff place children's safety and well-being as a high priority. All staff know what action they would take if they were concerned about a child in their care. They have a good understanding of the types of abuse and other wider safeguarding issues. The premises are fully secure and staff implement an effective system which ensures no unauthorised entry to the premises. All parents have to be let out by a staff member, which ensures children do not leave unsupervised. Effective risk assessments are in place and staff complete daily checks both in the morning and evening, and before children go outside to play.

## What does the setting need to do to improve?

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

- refine children's next steps in learning to specifically target each child's individual needs
- enhance opportunities further for children, especially the most able children, to

extend their language and mathematical skills to help them to make outstanding progress.

## Setting details

<b>Unique reference number</b>	250006
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10071913
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 7
<b>Total number of places</b>	52
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Beechwood Childcare Limited
<b>Registered person unique reference number</b>	RP522996
<b>Telephone number</b>	0121 745 8495
<b>Date of previous inspection</b>	25 September 2015

## Information about this early years setting

Beechwood Childcare Limited registered in 1994. The setting employs seven members of childcare staff, two of whom hold full degrees, one has an early years foundation degree, two hold qualifications at level 3, and one holds a qualification at level 2 and is working towards level 3. One staff member has no qualifications. The setting opens from Monday to Friday during term time only. Sessions are from 7.30am to 6pm. It offers several sessions for wraparound care, and also before- and after-school care. A holiday playscheme opens from 7.30am to 6pm during all school holidays, and closes for the Christmas period. The setting provides funded early education for two-year-old children. It has links with Burman Infant School.

## Information about this inspection

**Inspector**  
Johanna Holt

## Inspection activities

- The inspector completed a learning walk with the manager to find out about the nursery and the children who attend.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff, parents and children during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and area managers. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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