

Inspection of The Childrens Centre At Bentley West, King Charles Site

King Charles Primary School, Wilkes Avenue, Walsall, West Midlands WS2 0JN

Inspection date: 10 November 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children across the centre settle exceptionally well. Younger children are learning to compromise, resolve conflict and share. Children respect each other. Staff have positive relationships with all children in the group, not just their own key children. Together, staff carefully plan a curriculum to ensure all children get the best start in their education. Older children have a thirst for knowledge. They ask questions to find out more. Children are confident learners.

Children of all ages are motivated to take part in the wealth of activities. They are taught how to use equipment effectively, and they play 'what's in the box?' to introduce new learning equipment. Staff have high expectations of what children can do and can learn. Children are polite and model very good behaviours. Staff use effective questioning to encourage children to think critically and independently. Children thrive in social situations, where staff engage them in extensive conversations. Older children talk about their experiences and tell their peers how to make a healthy smoothie using a variety of fruit and peas. Children talk about stories they have read and teach staff how to hula-hoop.

Children learn through real experiences with items to feel, taste, touch and smell. Staff deliver a high-quality education to all children, building on what children already know. Children are introduced to new vocabulary, such as 'sprouts' and 'harvest'. They listen to poems and sing songs. They exercise their extensive vocabulary through storytelling and role play.

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

- Staff benefit from regular opportunities to train and develop. Leaders have built a large professional network of support around the centre to help drive improvement and get the best outcomes for children. Leaders value opportunities to train with the wider community to build knowledge.
- Leaders and managers have created a culture of respect and support for parents. They have secure procedures to identify when early interventions are needed, and they implement them in partnership with parents. There are secure arrangements to support children with special educational needs and/or disabilities. All children make good progress and are ready for the eventual move on to school.
- Staff are skilled to meet the needs of all children and embed secure long-term knowledge of a subject taught. Older children can recollect why they wear poppies for Remembrance Day, and they use two fingers to show that they sit for two minutes. They know that soldiers are brave and that is why they wear medals. Older children have a secure and practical understanding of the world around them. However, staff need to consider the abilities and ages of children

when conducting group discussions. Learning is not always pitched at the right level of understanding for younger children. This causes younger children to get easily distracted.

- Children's language is developing well. Staff model words effectively and do not over complicate sentences. Younger children use few-word sentences and are helped to progress to full sentences effectively. Staff provide older children with scenarios to share ideas and use examples of personal experience to enhance understanding. Older children talk about autumn and say that winter and summer are to follow. Staff support children to reflect on their knowledge and give them time to think about their answers. Children quickly realise they have missed out spring and give the correct order of seasons.
- Children develop good handling skills. Through stimulating planned activities children practise skills to enhance their coordination and control. They use their smaller hand muscles to pick up leaves and hold pencils. Children learn how to use a variety of age-appropriate tools.
- Children demonstrate their awareness of cause and effect. They are confident to problem-solve. For example, children plan how many blocks they are going to put on top of each other when building independently. They know that the tower will fall if it is too high, so they stop building after placing four large blocks on top of each other. Older children count as they give medals to their peers. They can identify that someone has not got a medal as there were enough for one medal per child.
- Children have time to practise being independent. They receive targeted praise from staff when they achieve something new or when they try. For example, children wash and dry their own hands after snack or messy play.

Safeguarding

The arrangements for safeguarding are effective.

Effective recruitment processes are in place, which help to ensure the suitability of staff working with children. Staff have extensive knowledge of child protection policies and can confidently discuss a wide range of safeguarding issues, such as extremist views and female genital mutilation. Leaders teach children and families about online safety to protect children from online grooming and extremism. They talk to older children about their bodies and provide them with age-appropriate facts. Staff are confident they know who to report to if they have any concerns about a child's welfare.

What does the setting need to do to improve?

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

- support staff to plan group activities that are pitched at the right level for younger children's understanding to ensure full engagement.

Setting details

Unique reference number	2528669
Local authority	Walsall
Inspection number	10208380
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 at time of inspection	2 to 11
Total number of places	48
Number of children on roll	64
Name of registered person	Bentley West School Governing Body
Registered person unique reference number	RP518778
Telephone number	01922746592
Date of previous inspection	Not applicable

Information about this early years setting

The Children's Centre at Bentley West, King Charles Site registered in 2019 and is situated in Walsall, West Midlands. The centre employs seven members of staff, six of whom hold appropriate early years qualifications at level 3 and above. The manager holds a level 7 qualification. The centre is open Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery receives funding for free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector conducted a learning walk with the manager and they discussed the intent of the curriculum.
- The inspector spoke to children, parents and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager.
- The inspector carried out a joint observation with the curriculum leader.
- The inspector reviewed documentation, including staff suitability information and training certificates.

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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