

Inspection of Beechwood Childcare Limited

Windy Arbor Nursery, Windy Arbor Primary School, Woodlands Way, Chelmsley Wood, BIRMINGHAM B37 6RN

Inspection date: 8 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are extremely happy and confident in this warm and nurturing environment. Despite the summer term break, children quickly settle back into the routine and show high levels of engagement. For example, during circle time children have remembered and correctly use sign language to sign the initial sound of their name. Children thoroughly enjoy their interactions with staff. They play with the dough and learn how to use the tools, using words such as 'flat', 'snip' and 'sticky' to describe what they are doing. Outdoors, children consider how the water beads have absorbed the water and changed and talk about how they are high, bouncy and slimy.

Children are often intrigued by what is provided and staff skilfully follow children's interests. For example, children are busy mixing their pretend cakes in the mud kitchen and adding the various plants and flowers they have collected. They consider the scents and talk about their creations. All children thoroughly enjoy stories and songs. For example, the younger children delight in jumping like bunnies and stomping like dinosaurs. They enjoy the familiarity of the routine. For example, even the youngest children behave well and respond extremely well to requests of lining up and preparing for their meals.

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

- Since the last inspection, the new manager and the senior leadership team have worked well together to lead an enthusiastic team. They know about the health and education issues experienced by the local community. Their prime focus is to close gaps in children's learning and ensure children gain the essential knowledge they need to help them succeed. Staff introduce children to new learning experiences and skilfully build on children's previous learning.
- Staff quickly identify any children that will benefit from additional support and provide targeted interventions to help close gaps in their learning. They place a high focus on supporting children with special educational needs and/or disabilities. They work closely with parents and adapt their approach ensuring they understand each child's unique needs. This inclusive approach means these children are given the time and attention they need to take part and make the most of what is on offer.
- Popular books are incorporated well into the daily planning to inspire children to learn. Staff place a clear focus on promoting children's language and engage them very well in conversation. However, on occasions, staff do not give children enough time to respond to their questions and intervene with their own responses instead.
- Parents report very high levels of satisfaction and are impressed by the support they receive and the progress their children make. For example, many parents

state their children's language development and their social skills have greatly improved since attending the nursery. They appreciate the support they receive on issues, such as feeding, behaviour management and potty training.

- Promoting children's personal, social and emotional development and preparing children for school is a clear priority for the staff team. Nearly all children move on to the on-site school or nursery and these strong links ensure children become familiar with the school, staff and routines. This helps support their emotional well-being when they move on.
- Staff provide a varied range of mathematical and literacy activities for children. For example, many children enjoy counting and consider weight as they play. However, some mathematical activities are not as popular with all children and writing activities are not always as popular with boys in particular. This is because, on occasions, these activities are not inspiring enough and children choose other activities instead.
- Promoting children's health is a clear priority. Staff plan and sequence activities for children over time to reinforce the importance of keeping their teeth and bodies healthy. Staff talk to children daily about the benefits of the food they eat. For example, children confidently talk about how milk is good for their teeth and bones and about the importance of cleaning their teeth.

Safeguarding

The arrangements for safeguarding are effective.

There are effective recruitment, vetting and induction procedures in place to ensure all staff are suitable to work with children. Staff have a secure understanding of child protection and wider safeguarding issues and the procedures to follow if they have a concern. The manager and staff work closely with any professionals involved with children and their families to share information to help promote children's welfare and education. Staff ensure the premises are safe and pre-school children conduct a risk assessment of the garden before going out. For example, children are aware of the hazards they need to look for, such as broken resources.

What does the setting need to do to improve?

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

- strengthen interactions with children by giving them time to respond to questions so that they consistently build on what they know and can do
- provide inspiring opportunities for children to explore mathematical concepts and mark making through the activities and experiences they enjoy most, to further develop their mathematics and literacy development.

Setting details

Unique reference number	250020
Local authority	Solihull
Inspection number	10072632
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 8
Total number of places	58
Number of children on roll	50
Name of registered person	Beechwood Childcare Limited
Registered person unique reference number	RP522996
Telephone number	0121 244 4891
Date of previous inspection	8 June 2016

Information about this early years setting

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

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the nursery.
- The inspector and the manager completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out two joint observations with the manager.
- The inspector held a meeting with the leadership team and the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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