

Inspection of Birchwood Private Day Nursery

Wellington Road, Kidsgrove, Stoke-on-Trent ST7 4BH

Inspection date: 17 October 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 happy and well cared for in this friendly and welcoming setting. Staff and children have strong bonds. Children go to them to read books or if they need extra support and cuddles throughout the day. Staff gather information about children's interests and starting points from parents. They observe the children and develop their next steps of learning. Children engage well in their learning and enjoy their time in the setting. They develop independence and self-help skills throughout all activities. For example, pre-school children put on their own coats and younger children pour their own drinks. Staff encourage toddlers to use the pedals on bikes. Babies start to feed themselves, using a spoon. This starts to develop children's confidence and raises their self-esteem.

The environment is well resourced, both inside and outside. This enables children to use resources to develop a variety of skills. For example, inside, children develop their fine motor skills as they manipulate play dough or use scissors. Outside, they develop their large motor skills as they run around or use the swings and slides. Staff join in their game and the children squeal excitedly as they play 'What's the time Mr Wolf?' and staff chase them.

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

- Babies enjoy a range of play activities. Some develop climbing skills as they scramble and explore the soft-play steps. Others 'wash up' and splash around in the water. Staff use words such as 'pop' and 'splash' to broaden the babies' vocabulary. Pre-school children play in the home corner. They care for and feed their dolls and make 'phone calls' home. All the children are happy in their environment; this promotes their security and gives a good base for learning.
- Since the last inspection, the setting has focused closely on mathematics. Mathematical concepts are skilfully interwoven through activities for all age groups. For example, staff discuss numbers, colours and shapes in their daily conversations with children. Pre-school children have more focused learning and demonstrate a recognition of numbers up to 10. This helps children to develop some key knowledge and skills they need for their next stage of learning.
- Language and literacy are a key part of children's learning. They sing songs, read books and discuss their day. Pre-school children take part in phonics activities where they show an awareness of sounds and letters. Staff talk to the children constantly, ensuring the environment is language rich. However, the opportunity to further extend children's language and vocabulary is sometimes missed.
- Managers and staff support children with special educational needs well. They adapt the curriculum so that all children are included and benefit through the flexible and caring approach. Managers and staff identify early concerns and

work with parents and external professionals. Children receive targeted support to help them reach their full potential.

- The manager and staff have a good vision for ongoing improvement. They have identified that although the teaching is good, and meets the needs of the children, it does not provide enough challenge or help extend children's learning fully. Therefore, they are working hard to embed the already good curriculum, and so further improve outcomes for the children.
- Children's behaviour is good. They understand the routine of the day. For example, they know to line up before going outside and to wash their hands before lunch. Staff praise children constantly. This helps to promote children's confidence and well-being.
- Parents are happy and feel well supported. They value daily conversations with staff and regular feedback about their child's day. Staff share information with parents via a secure online app which gives a glimpse of the child's day, and parents appreciate the reassurance it gives them.
- The setting has hot food cooked on the premises. It has a four-week menu and offers a range of healthy meals. Children have a choice of this or a packed lunch. All the children sit well for lunchtime and use cutlery appropriately. At snack time, they have fruit and water. Children's health and well-being are supported effectively.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their roles to safeguard children. They can recognise the different types of abuse and the signs and symptoms that may indicate that a child is at risk of harm. They know procedures regarding allegations made against a staff member and who to contact in such an event. Staff undertake safeguarding training to ensure their knowledge is up to date. Resources and equipment are well maintained. Children understand rules to keep them safe and are aware of possible dangers. For example, toddlers tell the inspector that, 'Scissors are sharp.' There are effective recruitment procedures, and managers carry out appropriate checks to ensure staff are suitable to care for children.

What does the setting need to do to improve?

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

- enhance opportunities for children to extend their language and vocabulary
- help staff to embed their curriculum and provide more challenge to fully support children's learning.

Setting details

Unique reference number	EY345515
Local authority	Staffordshire
Inspection number	10235065
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	0 to 11
Total number of places	52
Number of children on roll	73
Name of registered person	Marchese, Amanda Jane
Registered person unique reference number	RP514929
Telephone number	01782782008
Date of previous inspection	21 November 2016

Information about this early years setting

Birchwood Private Day Nursery registered in 2007. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm and the nursery also provides before- and after-school care. The nursery provides funded education for Think2 children alongside the funded early education for three- and four-year-old children. There are currently 21 members of staff. Of these, one holds a qualification at level 6, one holds level 5, 10 hold level 3, two hold level 2, four are working towards level 2 and there are two cooks and one dinner lady.

Information about this inspection

Inspector
Sue Smith

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents and carers shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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