

# Inspection of Billy Bears Nursery

Browley Road, Shirley, Solihull, West Midlands B90 4QP

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Inspection date: 14 December 2022

<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	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children move through a journey of three rooms in this inviting nursery. They share strong bonds with the staff, who know them well. This helps them to settle quickly as they come into the nursery. Children are happy and enthusiastic to learn. Children learn to be independent with their personal skills. For example, older children teach each other how to cut their food with cutlery at lunch time. These important skills prepare them for their next stage in learning, such as their eventual move on to school.

Children learn about healthy lifestyles and enjoy daily access to the outdoor garden. Children enjoy exploring outside in all weathers. They make footprints on the snowy floor and try writing their names in the frost. They practise their physical skills on balance bikes and while pedalling on the tricycles. They discuss the track marks they are making on the ground. Children learn the importance of good hand washing practice. During an activity, children scrub the paint off inflated gloves as staff teach them about germs. Children say they, 'must wash their hands to kill the germs'. Children also care for the chickens that have been in the nursery since they were a day old. This helps to teach children how to care for animals, the lifecycle and empathy for other creatures.

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

- Children make good progress in their learning from their starting points. Most staff understand what they want children to learn from an adult-led activity. However, there is scope for all staff to fully understand the learning intent of set-up activities. This will help staff relate the teaching to children's next steps and extend their knowledge to the highest level.
- Children are engaged and occupied in their learning. This means children display good behaviour. They follow instructions well and listen to staff. They show respect for their friends and listen to each other's ideas. Children are willing to share resources and involve each other in activities. For example, when children approach the play dough table and find that there is no spare dough, other children decide together to share and make enough for their friends to join in too. This helps all children to build strong and meaningful relationships.
- Staff prepare children well for the transition to school. Children explore hands-on learning experiences that help to deepen their knowledge and understanding. For example, staff gather school uniforms and open a 'school shop' where children can practise their independence in getting dressed. Older children take home school bags that have mark-making ideas for parents to try at home. This consolidates learning between home and the nursery, so children can develop their early writing skills even faster.
- Leadership and management are good. Staff say that they feel valued and

supported. Most of the staff have worked in the nursery for a long time. This shows how happy they are. Parents also comment that the continuity of staff is an asset for the children and say that it means staff know the children very well. Children form strong relationships with their key person and settle quickly as they transition between the rooms.

- Children develop good communication and language skills. Older children can express their feelings and talk with a rich vocabulary. Staff are good role models and introduce new words, such as 'maracas and tambourine' as they sing in the 'Billy Bears band'. However, younger children do not consistently have as many opportunities to experience story and song times to help develop their early communication and language skills further. Sometimes, the prolonged use of dummies stops the younger children from making the early babbling sounds needed for future talking.
- Children benefit from strong parent partnership working. Parents speak very highly of the nursery. They say that staff have been very supportive and this has made returning to work easier. They know what their children are working towards and who their key persons are. This means information is shared effectively between the nursery and home. Parent's comment that they have seen a real improvement in the leadership of the provision.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff fully understand their role and responsibility to keep children safe. Staff have a good understanding of procedures to follow if they are concerned about a child's welfare. The manager follows the correct procedure if there are allegations made against staff. The environment is risk assessed throughout the day and the premises are safe and secure. Staff count children in and out of the rooms, so they remain safely accounted for. There are robust recruitment procedures in place and ongoing checks mean staff working with children remain suitable.

## 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 clearly understand what they want children to learn and how they can extend learning for each child during adult-led activities, so that all children make the best possible progress
- support staff to make even better use of all opportunities and interactions to encourage early communication and language skills for the youngest children.

## Setting details

<b>Unique reference number</b>	2606519
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10262893
<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>	0 to 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Heart of England Young Men's Christian Association
<b>Registered person unique reference number</b>	2606518
<b>Telephone number</b>	0121 744 2332
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Billy Bears Nursery registered in 2020 and is in Solihull. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two staff are unqualified. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Katie Rudge

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.

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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