

Inspection of Leaps and Bounds Children's Centre and Day Nursery

161 Gillott Road, BIRMINGHAM B16 0ET

Inspection date: 18 April 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Parents drop off and collect their children from inside the nursery. Children settle quickly and are happy as they join their friends in play and learning. Staff speak to parents daily and share information about what their children learn and the activities they are involved in. Parents report that they are happy with the nursery. A range of home resources helps parents talk about any changes in their lives, such as the arrival of a new baby, with their children. This strong partnership helps to strengthen children's emotional well-being and security.

The curriculum is well organised. It builds on the experiences children hold and what they need to learn next to be successful. Behaviour is good. Children learn about their feelings and emotions. This teaches them to begin to self-regulate their reactions at an early age. Staff are warm and nurturing. They provide kind words and reassurance to children throughout the day. Regular praise helps children to become confident and motivated to learn.

There is a sharp focus on improving children's speech. New words are introduced and a wealth of books are used to tell stories and provide children with information to support an enjoyment of literacy. Children develop independence skills. They eat well using cutlery and pour their own drinks with staff support. Older children manage their own personal care needs.

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

- Since the last inspection, the management team has worked hard to address the weaknesses raised. A change to the organisation of the environment and to the curriculum means that teaching focuses on the skills children need to acquire for their future learning. The improvements made at the last visit have been sustained.
- Staff share the values of the management team. They understand how to implement the curriculum. This enables them to target children's individual learning so that children make the best possible progress from their starting points. Children gain a range of skills that they practise and build on. This prepares them well for their next stage of learning. Children with special educational needs and/or disabilities receive good support. Staff work with external agencies and parents to provide care and education that is specific to each child's needs.
- The quality of teaching is good. Staff are skilled and use children's interests to challenge what they know and can do. However, on occasion, large group sizes can lead to some overcrowding at activities. Noise levels also increase at times. This can lead to some children becoming disengaged. That said, staff understand that children need to learn specific skills in sequence to make

progress. Children roll and stretch the play dough and develop their gross and fine motor skills that will support pre-writing activities. They learn how to make play dough themselves. Staff pose questions that help children to begin to problem solve. Children think about what they need to add or what they need less of to make the dough less sticky.

- Staff provide good support for children's emotional well-being. Children begin to recognise different emotions and show empathy for others. During play, staff say they are sad and have a sad face. Children immediately respond and hug the staff to make them happy. Children build lovely friendships with each other and are excited when children return from sleep times. They welcome them back with excitement. Children cooperate well in activities. They learn to take turns and to share with others.
- Children develop their understanding of the wider communities as they talk about what happens during Ramadan and Eid. They enjoy measuring and combining ingredients to make sweets. Staff introduce the word for sweets in a different language so that children begin to understand the importance and value of people who are the same and who are different.
- Children play outdoors and explore the environment. They build on their physical development as they ride and steer bicycles with precision. Children find insects in the mud. They are excited as they look at worms under a magnifying cup. They watch them closely and see how they move. Although the outside area is accessible to all children, there are currently less opportunities for the youngest children to fully explore and engage in the opportunities that outside play can provide.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the wide range of signs that may indicate that a child is at risk of abuse. They are familiar with local procedures and where to raise concerns should they become aware of any issues relating to children in their care. Staff know the procedures to follow should there be any concerns about any adults who may have contact with children. A programme of ongoing training and supervision supports staff to build on their existing skills and drives their commitment to continuous improvement. Risk assessments are effective. Children work alongside staff and learn about how to manage their own safety as they complete their own checklists in the garden and indoors.

What does the setting need to do to improve?

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

- consider the organisation of group times so that all children taking part in activities are engaged and can fully focus on their learning

- further improve access to the curriculum for outdoor play, for the youngest children.

Setting details

Unique reference number	EY418276
Local authority	Birmingham
Inspection number	10266459
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 4
Total number of places	66
Number of children on roll	42
Name of registered person	SAI Children Centre Ltd
Registered person unique reference number	RP530212
Telephone number	01212464922
Date of previous inspection	31 October 2022

Information about this early years setting

Leaps and Bounds Children's Centre and Day Nursery registered in 2011. The nursery opens Monday to Friday, for 51 weeks of the year, from 7.30am to 6.15pm. It provides funded early education for two-, three- and four-year-old children. The nursery employs 13 members of childcare staff. Of these, 11 hold relevant early years qualifications from level 2 to level 6.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of the care and education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager joined the inspector on a learning walk and discussed how they organise the early years curriculum across all ages of children attending. The inspector also viewed all areas of the premises and took account of how the nursery minimises any risks to children's safety.
- The inspector and manager undertook a joint observation where they evaluated the quality of teaching and its impact on children's learning
- The inspector spoke to staff and children at appropriate times during the inspection. They also took account of the views of parents.
- A sample of documentation that demonstrates the continued suitability of staff and the safe and effective management of the nursery was viewed by the inspector.

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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