

Inspection of The Children's Centre at Bentley West School

Monmouth Road, Bentley, Walsall WS2 0EQ

Inspection date: 28 April 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this nurturing and inspiring nursery. They are happy on arrival and extremely keen to get involved in the excellent range of activities and experiences on offer. Children receive an extremely warm welcome from staff, and they are excited to see their friends.

Children sit together in small groups and delight in the shared activities. Babies enthusiastically chase and pop bubbles, while two-year-old children enjoy clapping the rhythm of their own name. Children who are preparing for transition to school pay close attention to lively phonics games. Staff support their learning expertly, as well as ensuring it is great fun.

Children enjoy the social interaction that is superbly modelled by staff at snack and mealtimes. They engage in conversation with their peers and the staff. Staff promote a healthy lifestyle during discussions with the children about their food. Children make choices about the vegetables they would like to try. They develop their independence and self-help skills. For example, staff encourage and support children to have a go at serving their own lunch.

Staff support children to use sign language in a way that supports their communication development. They share new signs each week to reflect the current focus for learning. Children confidently use signs alongside their speech to skilfully interact with staff members and their peers.

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

- Leaders in this nursery have created a unique curriculum that closely reflects the interests and needs of children. Staff provide expertly planned invitations for learning and encourage children to be curious, inquisitive learners. The well-defined learning environment offers children choices about how they spend their time. Staff skilfully weave teaching into their joyful interactions with the children. For example, babies learn animal names and noises as they enthusiastically participate in a simple puppet show.
- Children make rapid progress from their starting points. Staff closely observe and assess children's interests and fascinations. They expertly use this information to plan effectively for their learning. Children with special educational needs and/or disabilities (SEND) settle extremely well and make excellent progress in this inclusive nursery. The inspirational and highly committed leaders go above and beyond to ensure that children have superb learning experiences that impact positively on their self-esteem and confidence.
- Communication and language are modelled expertly by staff across the nursery. The excellent use of books, stories and music support children's strong

understanding of rhythm and rhyme, in addition to extending their vocabulary. Children delight in listening to stories in small groups and are keen to join in with familiar phrases. They make valuable contributions during story sessions. These are welcomed and celebrated by staff who skilfully weave in teaching that extends children's understanding of numbers and colours.

- Children's behaviour is exemplary. Staff are excellent role models, and they support children to look after and care for the equipment in the nursery. Children respond positively to prompts from staff and are keen to undertake tasks when it is time to tidy away. Resource baskets are clearly labelled, and staff promote children's understanding of putting items back where they belong. Children are proud when they have tidied up, and they respond positively to praise for their efforts and achievements.
- Children engage in many ambitious opportunities to develop their concentration and attention. They are highly focused as staff support them to make their own play dough. Children delight in the measuring and mixing process, which builds on their problem-solving skills. They consider how much flour and water they need to add to the mixture in order for it to be rolled out successfully.
- Children benefit from spending time in the well-equipped and interesting outdoor play space. They develop their gross motor skills through many opportunities for movement and climbing. Children experience freedom to move about the space using a variety of wheeled toys and vehicles. Staff expertly engage children to extend their skills as they delight in stopping, starting and weaving through obstacles.
- Parents cannot praise the nursery highly enough. They talk about the positive impact that the caring and nurturing approach has on the well-being of their children. Parents are delighted with the progress their children make and are fascinated to hear about the stimulating and unique activities that they engage in. Parents feel extremely well informed about their child's learning and enjoy the individual feedback that they receive about their child's day.
- Leadership is inspirational. Leaders and staff share a clear and highly ambitious vision for children. They are exceptionally committed to driving improvement, and all staff members engage in purposeful evaluation of their practice. This impacts positively on the sensitive and responsive service that children receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have excellent knowledge of the signs and symptoms of child abuse. They are clear about the risks to children and their responsibility to protect them from harm. Staff attend regular training, and they have excellent knowledge of the local safeguarding procedures. Robust recruitment arrangements ensure that only suitable adults can work with the children. All staff are trained in first aid, which means there is always someone available to deal swiftly with any accidents. Children are encouraged to develop an awareness of their own safety as they are involved in assessing risks across the provision as they play.

Setting details

Unique reference number	EY151855
Local authority	Walsall
Inspection number	10276119
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	168
Number of children on roll	272
Name of registered person	Bentley West School Governing Body
Registered person unique reference number	RP518778
Telephone number	01922 746592
Date of previous inspection	3 July 2017

Information about this early years setting

The Children's Centre at Bentley West School registered in 2002. It operates within the grounds of Bentley West School in Walsall, West Midlands. The nursery opens Monday to Friday from 8am to 6pm, all year round, except for bank holidays. It employs 34 staff members. Of these, 32 hold appropriate early years qualifications, including two at level 7. The nursery receives funding to provide free early education to two-, three- and four-year-old children.

Information about this inspection

Inspectors

Lisa Gadsby
Kiri Gill

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.
- Leaders 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 communication and language activities with leaders.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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