

Inspection of Scholars Childcare

Rookery Street, Wednesfield, West Midlands WV11 1UN

Inspection date: 10 October 2023

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

Staff help all children to settle quickly and happily into nursery life. Children benefit from warm interactions with the happy, caring staff. They quickly build trusting relationships. This supports children's emotional security because they feel safe and secure.

Managers have designed a broad and exciting curriculum based around weekly events and the seasons. Children enjoy meaningful learning experiences that help to deepen their understanding of their own community and the wider world. For example, they visit local places of worship at significant times of the year. All children, including those with special educational needs and/or disabilities (SEND), are supported to make progress in their learning. Staff praise children's efforts and achievements. Consequently, children thrive because their self-esteem and confidence are boosted.

Staff teach children the importance of good hygiene routines. Two-year-old children already know that they need to wash their hands before snack. Staff ensure that there is plenty of opportunity for children to build on their physical skills. They enjoy running and climbing in the outdoor areas. Staff also make provision for children to develop their small-muscle skills. For instance, they practise opening and closing different types of fasteners. As a result, children make good progress in their physical development.

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

- The manager and deputy manager have a clear intent for what they want children to learn. Staff sequence children's learning well because they know what children can already do and need to do next. However, they do not gain sufficient information from parents about children's interests. This means these are not always fully considered when planning activities, to extend children's learning even further.
- Staff are determined that all children have the best possible start to their education. They share progress in learning and development with parents regularly. Staff act swiftly to close any gaps in children's learning or development when these are evident. Staff support parents to secure any additional support that children may need. This includes effective support for children with SEND. This means that no child is at risk of falling behind in their learning.
- Parents say staff are 'dedicated' and provide 'tremendous' care. They are happy to leave their children because they are confident that they are safe and happy.
- Staff model language well as they engage in dialogue with children throughout the day. They also make good use of pictures and signs as a means of non-

verbal communication. This supports all children's communication and language development well. Children have opportunities to explore and extend their vocabulary. For example, when comparing pumpkins, children use words such as 'massive' and 'teeny' to describe them. Staff ask questions that challenge children's knowledge and understanding and encourage them to share their thoughts and ideas. For example, when reading a book, staff ask children to explain how they think the characters might be feeling. As a result, all children are supported to become confident communicators.

- Children learn about the importance of good health and hygiene habits, such as handwashing and brushing their teeth. They benefit from lots of opportunities to play outdoors in the fresh air. Children enjoy wholesome, nutritious meals and snacks prepared by the nursery chef.
- The manager and deputy manager regularly monitor the quality of staff's teaching and assessment of children's learning progress. They ensure that staff access the training they need to provide good levels of care and education to all children. The manager and owner have a clear vision for developing the provision for all children, particularly those with SEND.
- Expectations for behaviour are based on children's ages and stage of development. Older children behave well. However, the expectations for younger children are not as high. They do not receive consistent messages from staff about their behaviour. Poor behaviour is sometimes overlooked. Younger children do not follow daily routines well because rules are not applied consistently. As a result, they are not always learning to behave well.

Safeguarding

The arrangements for safeguarding are effective.

Robust procedures ensure that all staff remain suitable for their roles. Staff have a good understanding of their roles and responsibilities to keep children safe. They know what to do if they are concerned about a child's welfare. They understand the procedures to follow should an allegation be made against a staff member. Regular checks and risk assessments help to keep children safe at nursery. Children are well supervised. Effective security arrangements ensure that unauthorised visitors cannot enter the nursery.

What does the setting need to do to improve?

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

- provide more opportunities for parents to share information about children's interests at home so that these can be incorporated into planned activities to extend children's learning even further
- help staff to consistently manage younger children's behaviour, to support them to understand the expectations for behaviour as they learn to self-regulate.

Setting details

Unique reference number	EY542158
Local authority	Wolverhampton
Inspection number	10308610
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	
Number of children on roll	98
Name of registered person	Scholars House Limited
Registered person unique reference number	RP542157
Telephone number	07773372888
Date of previous inspection	16 March 2018

Information about this early years setting

Scholars Childcare registered in 2017 and is in Wednesfield. The nursery employs 22 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above, of whom two members of staff hold level 6 qualifications. The nursery opens from Monday to Friday, all year round. It closes on bank holidays and for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Dukes

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 manager and the deputy manager and has taken that into account in their evaluation of the provider.
- The manager, the deputy manager and the inspector held a learning walk together to discuss the intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the staff and the children.
- The manager and deputy manager provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' views about the setting.

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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