

Inspection of Billy Bears Nursery

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

Inspection date:

5 December 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

The manager and staff have worked hard to make significant improvements since the last inspection. Staff greet children with a warm and caring welcome when they arrive at the nursery. Staff plan their environment effectively and provide activities that children are eager to join. Children become intrigued as they find out what is happening to the animals in the ice activity. They develop strength in their hand muscles as they use one-handed tools with ease when they break the ice to reveal the animals. This supports the development of their fine motor skills in preparation for early writing skills.

Staff build good attachments with children. They provide children with a reassuring cuddle when they become upset, and this helps them to settle quickly. Children demonstrate positive attitudes to their learning. Younger babies are curious as they explore the sensory trays and happily babble to their peers as they play. Older children develop their communication and language skills as they participate in a creative activity. For example, as children concentrate on decorating pictures of Christmas trees, they recall what their Christmas tree looks like at home. Staff praise children for contributing their ideas, helping them to build their self-confidence.

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

- The manager has made positive changes since the last inspection and focused on raising the quality of education for children. Staff have attended extensive training to build on their knowledge of the curriculum and safeguarding. The managers have reviewed the curriculum, to provide children with broad activities and experiences. Staff have gained a better understanding of the learning intention for the experiences they provide and implement these effectively.
- Staff demonstrate a range of good teaching skills as they interact with children. However, not all staff allow children the time to think about how to overcome a problem before they interrupt them. For example, during a tower building activity, children say that they are struggling to fix the pieces together. Staff quickly offer their own solution and take over the activity. Therefore, this does not allow children the time to think and develop their knowledge and understanding to find a resolution.
- Staff carry out regular assessments of children's development to identify gaps in their learning. If children are falling behind in their development, staff liaise with parents and other professionals to support children to make expected progress.
- Parents speak highly of the care that their children receive. They say that they valued the support they had when children were settling in. Parents know who their child's key person is and receive regular updates about their child's learning.

- Overall, children behave well. When children run inside, staff promptly remind them to use their walking feet. However, there are times when staff are not always consistently clear with newer children in explaining why they must follow these rules. This means that newer children do not always gain a better understanding of the expectations of rules and boundaries, in order to become successful learners.
- Staff receive a thorough induction when they start. This helps them to understand their role and responsibilities. They have regular supervision meetings to discuss their ongoing professional development. Staff speak highly of the support they receive for their well-being from management and their colleagues.
- Children enjoy the activities on offer, and they show motivation in their learning. Older children enjoy physical activities in the garden. They follow instructions well. Staff recognise the importance of children being physically active and the skills they need to acquire, to support them with their development.
- Children explore activities that widen their understanding of the world around them. For instance, they explore the leaves that have fallen in the garden as they learn about the changes to their environment. Children find out about what others celebrate and join in with cultural activities that develop their awareness, such as Eid and Christmas.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a strong safeguarding culture across the nursery. Staff know the local authority safeguarding procedures if there is a concern about a child or a person in a position of trust. Managers ensure that they deploy staff effectively to supervise children and meet the ratio requirements. Staff follow rigorous risk assessments to ensure that the environments and equipment are safe for children to play. Managers follow robust safer recruitment procedures to ensure that all staff are suitably vetted to work with children.

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 consistently embed the curriculum to help newer children understand the expectation of rules and boundaries so they become successful learners
- develop staff's understanding of how to support children's thinking and problem-solving skills to help them reach their highest potential.

Setting details

Unique reference number	2606519
Local authority	Solihull
Inspection number	10305883
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	90
Number of children on roll	37
Name of registered person	Heart of England Young Men's Christian Association
Registered person unique reference number	2606518
Telephone number	0121 744 2332
Date of previous inspection	11 July 2023

Information about this early years setting

Billy Bears Nursery registered in 2020 and is located in Solihull. The nursery employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, two hold an appropriate qualification at level 2, 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 offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff spoke to the inspector during the inspection.
- The manager and the inspector carried out a joint observation of an activity, and discussed the impact that this had on children's learning.
- Parents 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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