

Inspection of Beechwood Childcare Limited

Haslucks Green Nursery, Haslucks Green Junior School, Haslucks Green Road,
Shirley, SOLIHULL, West Midlands B90 2EJ

Inspection date: 14 March 2024

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

Children thrive in this warm and homely nursery. They arrive at nursery ready to learn. Children identify their own name on a peg and independently put their belongings away. They greet their friends, staff and visitors with confidence, showing their sense of security. Children build secure and settled relationships with their key person. Children seek them out for reassurance when they need it, which helps them to feel safe.

Staff plan and deliver a rich curriculum, which supports all children to become engaged in their play and learning. Children delight as they use different tools to transport sand into diggers. Staff introduce new words to children, including the names of tools they use, such as a 'trowel'. Children apply their imagination as they use the trowel to spread sand onto bricks that they stack, pretending that it is cement. Outdoors, children practise their early writing skills as they use chalk to make marks on boards.

Children learn how to keep themselves and others safe. Older children assist staff in checking the garden for any risks before they, and their friends, go outdoors to play. They know that the gates must be locked to prevent children from leaving or other people come in.

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

- Staff get to know every child very well. They carry out regular observations and assessments of children to identify what they know and can do. Staff use their thorough knowledge of children's interests and stages of development to plan and provide varied and exciting activities that challenge their learning. This supports children to make good progress from their starting points.
- Children have ample opportunities to practise and develop their physical skills. They listen to songs and follow instructions to move their bodies around in different ways. Outdoors, children skilfully kick and throw balls to adults. They develop their coordination skills as they attempt to hit smaller balls using rackets. Children learn how to use tools for a particular purpose, such as by using spades to dig in mud.
- Staff act as excellent role models and lead by example so that children learn how to behave appropriately. Children build friendships from an early age. They are encouraged to be kind and courteous towards each other. Staff offer explanations that support children to understand when they need to share resources or take turns, which helps them to learn how to do this.
- Staff constantly talk to children and model a range of vocabulary. Children join in with singing songs and use gestures alongside words to communicate. Staff consistently ask children questions. However, sometimes staff do not allow

enough opportunity for children to process questions they ask, or practise using the words they hear. This impacts on children making the best possible progress in their communication and language development.

- Managers are committed to supporting children who have special educational needs and/or disabilities. When staff identify delays in children's development, this is acted on without delay. There is a dedicated manager who observes children and supports staff to implement individualised plans to help close any gaps in children's learning. Staff and managers work with other professionals to get children the help they need so that they can reach their potential.
- Parents speak highly about the nursery. They praise the calm, homely and family feel. Parents receive regular updates from staff about their child's care and learning through daily handovers and an online app. This helps to provide continuity for children between the nursery and at home.
- Children learn how to lead healthy lifestyles. They are encouraged to regularly wash their hands, including before eating. Children enjoy a broad and varied range of healthy and appetising meals and snacks. They confidently choose their own fruit at snack times and enjoy balanced meals such as jerk chicken, rice and salad. However, there are less opportunities for children to learn about where food might come from or explore growth and decay to fully develop their understanding of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 develop their interactions with children to promote children's communication and language skills even further
- increase opportunities for children to learn about growth, decay and the natural world around them.

Setting details

Unique reference number	250008
Local authority	Solihull
Inspection number	10311737
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	39
Number of children on roll	26
Name of registered person	Beechwood Childcare Limited
Registered person unique reference number	RP522996
Telephone number	0121 733 6816
Date of previous inspection	9 April 2018

Information about this early years setting

Beechwood Childcare Limited registered in 1992. It is situated on the grounds of Haslucks Green Junior School in Shirley, Solihull. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. There are five members of staff employed. Of these, one holds a qualification at level 6 and two hold qualifications at level 5. The nursery is in receipt of early education funding for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

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 and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents spoke to the inspector and provided their views of the setting.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The manager and inspector completed a joint observation to evaluate to effectiveness of teaching.
- The inspector held a meeting with the area manager and manager and looked at relevant documentation and evidence of staff suitability.

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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