

Inspection of Bellfield Daycare

Bellfield Infant School & Childrens Centre, Vineyard Road, Northfield, Birmingham
B31 1PT

Inspection date: 18 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff greet children warmly as they enter the nursery. Children are happy to attend and settle quickly into their play. Staff take time to build relationships with children so that they feel safe and secure. This supports children's personal, social and emotional development. Staff gather information from parents about their child's likes and dislikes at the start of their placement. This helps staff to plan effectively to meet their individual needs from the start. Staff share information with parents about the curriculum, the intent for children's learning and ideas for continuing their child's learning at home. This helps to build very positive partnerships with parents from the start.

Staff encourage children's awareness of the expectations of behaviour. They act as positive role models to children, who in turn behave well. Children learn to share and take turns during their play. Staff recognise children's achievements and offer praise and encouragement. This builds children's confidence and self-esteem. Staff continually encourage children's independence. Children understand the importance of washing their hands at appropriate times during the day. They learn to put on their coats ready to go outside to play, and they use the bathroom independently. Younger children sleep safely because staff follow effective routines and practices.

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

- Managers and staff work in partnership to ensure that children enjoy a wealth of experiences to support their ongoing learning and development. Staff access training to enhance their knowledge and skills. Staff well-being is a priority, and time is taken to talk about the service and share new ideas. Staff gather the views of parents to continually evaluate and enhance the provision.
- Staff encourage children's understanding of eating foods that are good for their bodies. They enjoy a variety of meals that are freshly prepared each day. Children's dietary needs are well known and catered for. Stringent routines are in place to ensure that children with allergies and dietary needs do not access foods that may make them poorly. Children at snack time are given food without plates, which means some of it falls onto the carpet area. This does not encourage good hygiene practices or support children's social skills.
- Children are very active and freely explore resources and toys that are attractively displayed within the rooms. However, at times, there are too many children involved in planned activities, noise levels rise and the environment appears chaotic. This impacts on children's learning and play.
- Children learn about the living world and are actively involved in caring for the nursery pets. Staff remind children about treating the African snails carefully and the correct way to hold them to make the snails come out of their shells. Children recognise the foods the snails like, such as apple, lettuce and carrots.

They place them directly in front of the snails and watch how the snails eat them. Children confidently handle the snails and enjoy spraying water over them to give them a shower.

- Children's physical development is supported well, and they benefit from plenty of fresh air and exercise. They particularly enjoy rolling large cable drums down slopes and watching which one reaches the bottom first, chasing after them. Children involve staff to recreate the story of 'The Three Little Pigs'. They pretend the climbing apparatus is their house and squeal with delight as staff try to blow their house down.
- Partnership with parents is good. Parents are very happy with the care and learning opportunities staff provide for their children. They feel that staff keep them informed and involved in their child's learning. Parents are happy with the progress their children are making.
- Children learn about cultural events that take place throughout the year. They see positive images of people from differing cultural backgrounds and with different abilities through resources and books. Children enjoy talking about their own families. They delight in looking at their learning journals, where they can access photos of themselves with their families and recall what they were doing.
- The manager and staff are quick to respond if they identify possible gaps in children's learning. They work collaboratively with parents and outside agencies to ensure that children receive the support they need as soon as possible. This helps children make the best possible progress from their starting points.

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:

- provide children with appropriate utensils at snack time to provide better hygiene practices and support children's social skills
- consider the organisation of daily routines to minimise disruption to children's learning and play.

Setting details

Unique reference number	EY368812
Local authority	Birmingham
Inspection number	10317460
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 3
Total number of places	32
Number of children on roll	39
Name of registered person	The Governing Body of Bellfield
Registered person unique reference number	RP527745
Telephone number	0121 675 1444
Date of previous inspection	21 May 2018

Information about this early years setting

Bellfield Daycare registered in 2008. It opens Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm on Monday and Thursday, and from 7.30am until 4.30pm on Tuesday, Wednesday and Friday. The nursery employs seven members of childcare staff, all of whom hold early years qualifications at level 3. The nursery receives funding to provide free early education to children aged two and three years.

Information about this inspection

Inspector

Tracey Boland

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 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 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 special educational needs and/or disabilities.
- 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 a joint observation of a group activity with the manager.
- 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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