

Bertram Road Children Day Nursery

6 Bertram Road, Small Heath, Birmingham, West Midlands, B10 9QP



Inspection date

10 August 2015

Previous inspection date

29 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff observe children to gain a good understanding of their interests, capabilities and individual learning needs. They effectively plan activities around children's interests to promote their next steps in learning and good progress.
- Effective key-person arrangements enable staff and parents to work closely together from the start to support children's well-being. Staff are welcoming and attentive. Children settle well, build positive relationships and are happy in the nursery.
- Children's good health is successfully promoted as they enjoy healthy snacks, drinks and nutritious meals. They have plenty of opportunities to get fresh air as they play, explore and continue their learning outdoors.
- Effective systems for working in partnership with parents, carers and other professionals mean that there is a consistent approach to children's care and learning.
- Children are kept safe because staff have a good understanding of safeguarding procedures and how to protect children from harm. They effectively identify and minimise potential risks to children.
- Managers reflect on ways to further improve and develop the nursery to continue to enhance outcomes for children. For instance, ongoing improvements to outdoor provision are successfully raising the quality of children's learning opportunities outside.

It is not yet outstanding because:

- Occasionally, staff do not fully support children to think critically and express their thoughts and ideas during activities.
- Managers have not yet developed a highly successful system to track and review the progress of groups of children.

What the setting needs to do to improve further

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

- encourage children to think critically, describe, share thoughts and give explanations
- extend systems for reviewing the progress of specific groups of children, and use this information to check whether the provision for these groups could be improved any further.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed teaching and learning activities indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documentation, and the nursery's self-evaluation form.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Victoria Mulholland

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The well-qualified staff have a good understanding of how children learn through play. They provide a broad range of resources and activities which are suitable for the children of different ages and abilities who attend. Staff generally interact well with children to promote their speaking skills. They model good use of language and engage children in conversations. They extend the vocabulary of younger children and those children who speak English as an additional language. They sometimes speak with children in a home language, to further support their understanding and learning of English. However, staff occasionally miss opportunities to ask questions and challenge children's thinking, or prompt children to verbalise their ideas or thoughts. Even so, the quality of teaching is good overall. Staff build on children's mathematical understanding, teaching them about shape, size and quantity. They skilfully weave in opportunities during play to encourage children to count. For instance, as children use scoops to fill a bucket with sand, staff model counting how many scoopfuls it takes. They encourage children to count how many shells they find in the sand. Children's early literacy skills develop as they enjoy looking at books and listening to and joining in with stories, songs and rhymes. Staff model writing and teach children that print carries meaning. Children use a range of materials to draw and make marks. Older children learn about letters and their sounds. Overall, children are well prepared for the next stage in their learning, or the move on to school.

The contribution of the early years provision to the well-being of children is good

Children have good opportunities to make choices and to lead their own learning, which builds their independence and self-assurance. Staff teach children about good hygiene practices. They promote children's sense of responsibility and cooperation, for instance, as they encourage them to help tidy away resources. Staff are good role models. They give clear guidance to children about their expectations for behaviour. Children learn to share, take turns and behave well. They learn to manage risks, for example, as they use climbing equipment outside. They also learn about how to keep themselves safe, for instance, as they handle natural resources, such as twigs and sticks, during outdoor play.

The effectiveness of the leadership and management of the early years provision is good

Managers and staff have a good understanding of the requirements of the Early Years Foundation Stage. They effectively review individual children's learning and progress to identify areas where they need further challenge or extra support. Managers obtain additional support from external agencies where appropriate, for instance, to support children with special educational needs and/or disabilities. However, the good information about children's progress is not yet used to check the progress of specific groups of children. For example, managers do not fully consider any differences in the progress made by girls and boys to review the effectiveness of the provision for these groups. Effective staff supervision and training systems ensure the good quality and consistency of practice in the nursery.

Setting details

Unique reference number	EY262312
Local authority	Birmingham
Inspection number	860557
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	46
Number of children on roll	64
Name of provider	Birmingham City Council
Date of previous inspection	29 February 2012
Telephone number	0121 675 5259

Bertram Road Children Day Nursery was registered in 2003. The nursery employs 11 members of childcare staff. Of these, eight hold an appropriate early years qualification at level 3, two hold level 4 and one holds level 6. The nursery opens Monday to Friday all year round. Sessions are from 7.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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