

Inspection of Birchfield Prepcare Nursery

Birchfield School, Wolverhampton WV7 3AF

Inspection date: 5 September 2024

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Leaders and staff have an extremely high ambition for what children can achieve as they progress through each of the five rooms. This means that all children are fully equipped with all the essential skills and knowledge they need to succeed with their next development milestone and when they start school.

The curriculum is precisely mapped out so children can continuously build on what they already know understand and can do. Leaders work closely with the onsite school to provide pre-school children with an extended curriculum to expand on the already excellent repertoire of learning experiences within the nursery. This includes, participating in music sessions, physical development activities and experiencing languages in addition to English. During the pre-school year, leaders arrange for children to eat their lunch each day in the school hall with reception children. Children confidently embrace this new experience and understand the expectations during the lunch routines. They display exemplary manners.

Leaders and staff are skilled in supporting children's emotional development and this plays a key part in their curriculum. They have bespoke settling in arrangements for each child. This includes when they start the nursery and when they move rooms. This ensures that children can form strong attachments with staff and are emotionally ready to learn.

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

- Leaders are diligent and driven to make continuous improvements. They have precise aims for further development of the nursery over the next twelve months. For example, leaders plan to extend the opportunities for children to gain further experiences within the local community. Room leaders have a clear vision for improvements specific to their individual rooms. Staff at all levels are highly focused on improving their personal effectiveness.
- Leaders meticulously evaluate staff practice and implement targeted professional development for staff at all levels. For example, they have a clear rationale for the training they provide to the staff team and for individuals. This means that each member of staff is fully supported to continually improve their professional skills. This ensures the highest quality of education for children. Staff share how they are fully supported in their professional and personal needs.
- Leaders and staff have a precise understanding of the curriculum aims across the nursery. They have an expert understanding of child development and use this to break down the essential knowledge and skills that children need to gain in each room. For example, when children move from babies to tweenies, staff focus on building on the physical skills gained in the baby room. They introduce simple rules, promote emotional security and language enhancement. They aim

for the pre-school children to cumulate their physical skills so they can confidently sew with a running stitch by the time they leave for school.

- Leaders and staff identify key books and songs for children in each room. This starts with babies and tweenies with stories and songs that children are most likely to have encountered from home. This helps them to make connections and build on the vocabulary they already know. Leaders identify the precise language knowledge that children need to gain as they progress. This helps children to make rapid progress so that by the time they turn three they are already articulate communicators.
- Leaders and staff meticulously monitor the progress that children make so they can swiftly identify when they need further support. They work closely with parents and outside agencies to implement precisely targeted interventions so each child can make the best possible progress. Staff are highly skilled in recognising and supporting children who need additional support to meet their language development milestones.
- Staff at all levels understand what their observations of children tell them about their current stage of development. They ensure that each child has a precisely planned education programme that reflects their individual needs and interests. Staff work closely with parents so they have a comprehensive understanding of children's current interests and home experiences. They use this information to plan their learning environments so that all children are highly motivated to play explore and make new discoveries.
- Staff demonstrate expert teaching skills with a precise focus for all their planned activities. They are highly skilled in recognising key teaching moments and adapt their teaching to maximise learning. For example, children under the age of two make links with resources in the environment and books they have enjoyed. Staff expertly use these opportunities to build on children's language skills.
- Leaders recognise how children gradually develop their ability to manage their emotions and use this to implement targeted support and guidance for children at the different stages. For example, staff progress from providing simple distraction, to helping children understand their feelings and controlling these. Children's behaviour is excellent. Leaders place a strong focus on supporting children's self confidence in a range of situations so they feel safe and secure. Consequently, children develop a positive sense of themselves and flourish.
- As part of their self-evaluation, leaders have identified how they wish to enhance their excellent parent partnership working even further. Parents speak very positively about the service provided and the high standard of care and education provided. Parents share how the daily communication with staff ensures there are no surprises at the parents evening consultations.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY539551
Local authority	Shropshire
Inspection number	10360531
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	65
Number of children on roll	83
Name of registered person	Prepcare Day Nurseries Ltd.
Registered person unique reference number	RP539550
Telephone number	01902375611
Date of previous inspection	7 January 2019

Information about this early years setting

Birchfield Prepcare Nursery registered in 2005. The nursery employs 21 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3. Three staff hold level 6 qualifications and two at level 5. The nursery opens Monday to Friday, from 8am to 6pm all year round. It provides funded early education for children from nine months to four years.

Information about this inspection

Inspector

Anne Dyoss

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.
- Children interacted with the inspector during the inspection.
- 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 SEND.
- 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 with the manager.
- Parents shared their views of the setting with the inspector.
- 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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