

Inspection of Birchwood Private Day Nursery

Wellington Road, Kidsgrove, Stoke-on-Trent ST7 4BH

Inspection date:

10 December 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children appear happy and settled. Babies smile readily and are happy to follow the daily routine. Children leave their parents on arrival and happily engage with familiar staff. Older children are talkative and eager to engage with adults. Leaders place high importance on supporting children's independence. All children attempt to feed themselves with increasing skill. Older children serve their own food and scrape their plates when they have finished. Children are familiar with daily routines, such as washing their hands before meals and after using the toilet. This helps them develop self-care skills. These experiences help to support each child's confidence and self-esteem and equip them with the skills they need when they move on to school.

Staff do not consistently respond to children's behaviour. Some staff encourage children to take turns as they play, remind children of how to be respectful towards others, and praise children's positive behaviours. However, not all staff take the time to explain to children why rules are important. This means that some children repeat unwanted behaviour, as they do not gain a secure understanding of what is expected of them. This does not support children's understanding of positive behaviour.

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

- The nursery is inclusive and welcomes all children. Managers and key staff work in partnership with parents to develop individual learning plans to support children's progress. However, not all staff supporting children with special educational needs and/or disabilities (SEND) have the knowledge and skills to engage the children successfully in good-quality learning experiences. They do not consistently implement strategies outlined in children's individual learning plans, resulting in important learning opportunities being missed.
- Children are becoming aware of the impact of physical play and healthy lifestyles and how this contributes to their good health. Staff encourage children to develop their physical skills daily. Babies have space to move freely and staff actively promote crawling and walking. Children have access to an outside space to encourage their physical development, such as balancing, running and jumping. Children enjoy a range of healthy meals and snacks and have access to fresh drinking water throughout the day.
- During the daily routine, such as before and after mealtimes, staff often 'hold' children at activities. This is because other staff are undertaking tasks, such as organising children's meals and tidying up. During these routines, staff do not always organise themselves or resources well enough, and children sometimes lose focus and wander around the room.
- Staff demonstrate their knowledge of individual children's next steps in their

planning. They place a strong focus on supporting children's language and communication skills. Some staff demonstrate this well and engage children in conversation. They use clear language as they name items and provide opportunities for children to sing familiar songs. However, some staff members, particularly those working with younger children, are not as confident in delivering the curriculum. As a result, children do not always receive the highest level of teaching to help them learn as much as they can.

- Partnerships with parents and families are positive. Many parents return to the nursery with their children's siblings, based on their previous good experiences. Parents appreciate the regular progress updates they receive from their child's key person. This helps parents understand what their child will be learning next. Staff provide daily feedback for parents with information about their child's care and learning needs. They make good use of information from parents to help children settle and plan for their individual needs based on children's interests and development.
- Managers carry out supervision sessions and peer observations. However, these are not used to their full potential. They are not specifically linked to improving outcomes for children or practice within the nursery. This means that staff are not always clear on their areas for improvement and how this can raise the quality of their practice even further.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff respond to children's behaviour with consistency, helping children to make good choices by understanding why rules are important	07/01/2025
improve the quality of interactions and the curriculum on offer to ensure children with SEND have access to good-quality learning opportunities that focus precisely on what they need to learn next	07/01/2025

improve the effectiveness of staff deployment so that children consistently benefit from purposeful activities and positive interaction and support.	07/01/2025
--	------------

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

- improve supervision arrangements to give staff the support, coaching and training they need to help raise the overall quality of teaching to a consistently good level.

Setting details

Unique reference number	EY345515
Local authority	Staffordshire
Inspection number	10374065
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	1 to 4
Total number of places	52
Number of children on roll	64
Name of registered person	Marchese, Amanda Jane
Registered person unique reference number	RP514929
Telephone number	01782782008
Date of previous inspection	17 October 2022

Information about this early years setting

Birchwood Private Day Nursery registered in 2007. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm and the nursery also provides before- and after-school care. There are currently 19 members of staff. Of these, 15 hold appropriate early years qualifications at level 2 or above. The nursery provides funded early education for eligible children.

Information about this inspection

Inspector
Beverley Devlin

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector and the manager carried out a joint observation of an activity.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views on the nursery 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024