

Inspection of Bookworms Day Care Ltd

The Old Library, 1 Carnegie Road, ROWLEY REGIS, West Midlands B65 8BY

Inspection date: 25 February 2025

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 are welcomed by kind, caring practitioners, who create a safe and warm environment at the setting. They know the children well and build strong relationships with them and their families. Practitioners gather key information about children's interests and routines from parents. They use this information to ensure children's needs are met and plan engaging activities. For example, after expressing an interest in colour, pre-school children explore colour mixing using pipettes and coloured water. In the baby room, practitioners respond to babies wishes when they show an interest in bubbles and quickly get them out for the children to explore. This helps children understand their wishes and feelings are valued.

Managers demonstrate a clear vision of what they want children to learn, this is reflected in the curriculum they plan. Managers promote a strong focus on children's personal, social and emotional development. Practitioners promote children's independence in numerous ways. Younger children chose what they would like to play with and decide which songs to sing at group time. Older children serve themselves food at mealtimes and use cutlery to feed themselves. This supports children to gain the skills and understanding they need for their next stage of learning.

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

- Managers and practitioners place a high priority on children's communication and language development. Children benefit from a range of communication programmes to further develop their language skills. Practitioners also model language effectively through singing, story time and other activities. For example, practitioners use descriptive language, such as crunchy, sprinkle and squidgy, when children explore a cereal farmyard activity. However, at times practitioners use closed questions during activities. This does not allow children to expand their thinking and results in single-word answers.
- Managers and practitioners offer inclusive and diverse practice when planning a wide range of experiences within and outside of the setting. Children benefit from trips into the community to places, such as the library, local shops and the temple. Practitioners also plan themed celebration days relating to children in their care, such as Hannukah celebrations or 'Germany Day', where children taste traditional foods and listen to cultural music. This helps children to embrace the world around them and learn about different cultures.
- Managers provide practitioners with regular opportunities to talk about their welfare and professional development during well-being chats and planned supervisions. This helps practitioners to feel valued and appreciated.
- Children's transitions through nursery are carefully planned and parents are

involved in the process. Practitioners gather information from the parent before their child begins to transition and children access their new room with their key person supporting them. This allows children to feel settled and secure before moving into new rooms.

- Children generally behave well. They follow instructions and learn how to turn take with their peers. However, practitioners are not always consistent when giving clear and consistent behaviour boundaries or with the strategies they use. Therefore, children do not fully understand what is expected of them and how to regulate their emotions.
- Parent partnerships are strong. Practitioners share information about what children are learning and how parents can encourage their children's development at home. Practitioners share detailed feedback daily with parents, this supports parents' understanding of their child's day and what they have enjoyed. Parents value the high-quality care and consideration practitioners provide to their children. Parents feel supported by the practitioners and management team. They comment that the setting is like a family and the team go above expectations to support children and parents.
- Children with special educational needs and/or disabilities and those in receipt of additional funding are well supported. Managers use additional funding thoughtfully to provide one-to-one support, resources and training for the practitioners to support children further. Practitioners work closely with outside agencies to ensure that children have appropriate support in place.

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:

- promote children's language and communication skills further by using open-ended questions so that children can explain what they know and understand
- support staff to manage children's behaviour in clear and consistent ways, to help children self-regulate and understand what is expected of them.

Setting details

Unique reference number	EY456581
Local authority	Sandwell
Inspection number	10368570
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	44
Number of children on roll	69
Name of registered person	Bookworms Daycare Limited
Registered person unique reference number	RP907064
Telephone number	01214484112
Date of previous inspection	26 March 2019

Information about this early years setting

Bookworms Day Care Ltd registered in 2013. It opens Monday to Friday, all year round, from 7am until 6pm. The nursery employs 20 members of childcare staff. Of these, two hold an early years qualification at level 5 and fourteen at level 3. The nursery receives funding to provide early education for children aged from nine months to four years.

Information about this inspection

Inspector

Danie Ellson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke with practitioners at appropriate times during the inspection and took account of their views.
- The inspector spoke to the nominated individual and manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that it was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager and inspector carried out a joint observation of a communication and language activity.

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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