

Eager Beavers Nursery Group

Inspection report for early years provision

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Inspector	Brenda Joan Flewitt
Setting address	St Johns Ambulance Hall, Park Road, Street, Somerset, BA16 0JN
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Eager Beavers Nursery Group opened in 1989. It is a private group which operates from the St. John Ambulance Hall in Street, Somerset. The group have use of one large room with a smaller adjoining room. There is a kitchen, toilet facilities and a cloakroom area. A fully enclosed car park is used for outside play. Children come from the town and local surrounding area. The group is open from Monday to Friday, term time only. Sessions run from 9.15am to 12.15pm, with an optional lunch session until 1.10pm. A shorter session from 9.30am to 11.30am is offered for two year olds.

Eager Beavers is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend at any one time, all of whom may be in the early years age range. There are currently 27 children on roll in the early years age range. The group is registered to receive government funding for early education and they support children who have special educational needs and/or disabilities. There are nine members of staff who work with the children. Of these, four hold early years qualifications to level 3, and two are studying towards National Vocational Qualifications at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a secure and generally safe environment where they are involved in a range of activities which help them learn through play. Staff promote ongoing communication with parents, which enables them to know individual children well in order to meet their welfare needs effectively. Staff are developing their knowledge of the Early Years Foundation Stage (EYFS). The planning of activities still tends to be group-focused rather than for individual learning, therefore overall, children make satisfactory progress in their learning. The group have some methods for evaluating their practice and attend training to keep up-to-date with some aspects of caring for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure information is shared with other settings that children attend, who deliver the EYFS, to support their welfare and development (Assessment arrangements). 22/02/2010
- keep a record of the risk assessment for outings, stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 23/02/2010

To further improve the early years provision the registered person should:

- develop understanding of procedures to be followed if there are concerns of abuse, and update the written policy to ensure information is accurate
- ensure that risk assessments are effective in identifying hazards in the environment to fully promote children's safety
- develop the assessment and planning system to clearly identify children's individual learning priorities
- ensure staff consistently promote children's development through appropriate challenges in their play and everyday activities.

The effectiveness of leadership and management of the early years provision

Staff work well together as a team and communicate effectively, which means that sessions run smoothly and children settle well. They implement generally good policies and procedures to promote children's welfare and safety. Risk assessments are completed regularly to provide a safe environment for children to play. However, these are not always effective in identifying all potential hazards, such as cleaning chemicals in the toilet area. Overall, staff have a satisfactory understanding of how to recognise signs and symptoms of abuse and their responsibilities to protect children from harm. However, the procedures to follow if there are concerns are not clearly relayed in the written policy. There are clear procedures for checking that staff are suitable to work with children. Most records are in place and completed appropriately, however, the risk assessments for outings are not recorded, which is a requirement.

There is a good range of play equipment available, which staff work hard to arrange according to children's preferences to offer a welcoming environment. The small outside area is utilised on a daily basis, which offers opportunities for fresh air and exercise, but is limited in the learning opportunities offered. High adult-to-child ratios result in children being well supervised. Key workers know children well as individuals, which enables them to help children feel secure and become confident. Children develop a positive attitude to people's differences through the good example set by staff and some planned activities which explore various festivals. They are involved in fundraising events, which start to raise their awareness of other people's lives.

Staff promote positive relationships with parents and carers. Parents are supplied with generally good information about the setting. They are kept up-to-date via newsletters and notice boards. Staff make themselves available on a daily basis to share information in order to meet individual needs. Parents are welcomed to access their child's progress records at any time. Staff liaise regularly with connected professionals to help support children who have additional needs, and children's transition to school is assisted by good links with reception staff. However, no contact has been made with other settings that children attend to share information to promote their welfare and development, which is a requirement.

Overall, the recommendations set at the last inspection have been addressed, which has improved aspects of children's safety and the partnership with parents. Some self-evaluation methods are in place to help promote good practice, such as meeting with other providers and early years advisors, and seeking parents' views. The self-evaluation document is being developed to be more successful in identifying areas for improvement. Staff attend some training to extend their knowledge in some aspects of children's care and learning.

The quality and standards of the early years provision and outcomes for children

Children are happy, settled and secure. They enjoy their time at the group where they are cared for by a team of friendly and caring staff. Children establish good relationships with staff and each other. They are encouraged to be proud of their own and others' achievements. Children develop a strong sense of belonging. They like to see photos of themselves and friends displayed, and are made to feel special on their birthday. Taking part in events such as a nativity play and sports day, which includes family and friends, promotes belonging to a community. Children behave well. They know what to expect through familiar routines, they help to pack away equipment and are encouraged to display good manners. Children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

Children participate in a generally good range of activities over a period of time. They like to hear stories in a group, and choose books independently from a varied selection, which are attractively displayed. Borrowing books to take home helps reinforce a positive view of reading. Some children have developed skills in recognising and forming letters in their name through adult-led activities, but do not often 'write' as part of their play. Most children enjoy singing songs where they join in actions as they count and identify 'how many are left'. They sort and compare specific objects, however, do not regularly use these skills in everyday activities such as snack time or self-chosen play to develop individual understanding. Staff make observations of children's play and link these to stages in respective areas of learning to assess their stage of development. However, the system does not accurately reflect children's individual starting points or clearly identify how to plan for the next steps. Planning of activities tends to be for the group of children as a whole.

Children learn good procedures for their personal hygiene. They make choices in what they eat from healthy options offered at snack time, which include fresh fruit and vegetables. Children's understanding and motivation for healthy eating is promoted by involving them in growing their own vegetables in the 'Eager Beaver Garden'. This also encourages their curiosity about changes in nature. Children learn about aspects of their own safety and that of others as they sensibly use equipment such as scissors, a climbing frame and wheeled vehicles. Most children know what to expect if they must leave the building in an emergency situation because they are involved in regular practises of the fire drill.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met