

The Beeches Day Nursery

Inspection report for early years provision

Unique reference number	254428
Inspection date	05/01/2010
Inspector	Jasvinder Kaur
Setting address	Beechdale Lifelong Learning Centre, Stephenson Square, Walsall, West Midlands, WS2 7DX
Telephone number	01922 620524
Email	
Type of setting	Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Beeches Day Nursery opened in 2000. It operates from a separate nursery unit within the Beechdale Lifelong Learning Centre, Beechdale, Walsall. The provision serves the local area. A maximum of 36 children under eight may attend the nursery at any one time. The nursery is open five days a week all year round. The opening times are from 7.30am until 6.00pm. Children have access to an outside play area.

There are currently 45 children under eight on roll. This provision is registered by Ofsted on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The setting currently supports a number of children with learning difficulties or disabilities and children who speak English as an additional language.

The setting employs 11 staff to work directly with the children. All staff including the managers hold an appropriate early years qualification. The setting receives support from a teacher/mentor from the Local Authority. Beeches Day Nursery is part of the Neighbourhood Nursery Initiative and has achieved status as an Investor in People.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All staff are committed to improving the quality and standard of education and most aspects of care through continuous self evaluation. Children are safe and secure and in general enjoy their time in a friendly, calm environment. All policies and procedures are inclusive and are implemented successfully to promote children's welfare. The partnership with parents and carers is positive and there is a two way exchange of information on a daily basis with regard to children's routines and development. This helps the staff to develop a good knowledge of the needs of the children and to treat them individually.

What steps need to be taken to improve provision further?

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

- support fully children's emotional wellbeing in the process of transition from one age group to another
- extend the arrangements for obtaining information from parents when the child first starts.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of safeguarding children. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. They are also familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Thorough recruitment procedures are in place for ensuring that children are cared for by staff who have completed appropriate checks. There are appropriate systems to ensure that students or other not vetted people are not left alone with children. Rigorous risk assessments are undertaken both inside and outside the provision to minimise hazards. Staff carry out daily safety checks to ensure that the furniture, equipment and toys are suitable and safe. Children adopt safe and responsible practices through visits from a community police officer and regular input from staff, for instance, on road safety and any possible dangers in their everyday life. All children are protected from the spread of infection because there is a good procedure in place to exclude any children with infectious illnesses.

The management is motivated to enhance practice through collating the views of staff to identify areas for further improvement. Staff receive ongoing support from the Local Authority and attend a wide range of relevant training courses. This leads to better outcomes for children. Parents' views are sought to evaluate and improve the services through verbal feedback and regular questionnaires. Children benefit from positive and professional relationships between parents and the staff, who recognise their contribution as partners in their children's care and wellbeing. Children's achievements and progress are discussed on a regular basis and at annual parents' evenings. Regular newsletters keep parents informed of changes and events within the nursery. However, arrangements for obtaining information from parents in respect of children's learning when they first start are not sufficiently comprehensive. This impacts on the challenges presented to individual children.

Staff liaise with external agencies or services to ensure children get the support they need. Children have their welfare needs met and achieve irrespective of their abilities or backgrounds. They are encouraged to understand and respect the values and differences of others, as they celebrate festivals all through the year, including the Chinese New Year, Diwali, Easter, Hanukkah and Christmas. Sufficient resources are available depicting positive images of diversity. The staff endeavour to create a welcoming environment where children feel secure and demonstrate a sense of trust. Good organisation of resources provides free choice to encourage children's independence to initiate their own play.

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

Staff welcome all the children into a relaxed and inviting environment where they have the independence to express their curiosity through spontaneous play. Children are enthusiastic and eager to express their skills in group games and

singing, as staff join in with their play and enjoy being involved in activities. A suitable key person system means that children establish warm, trusting and relaxed relationships with staff and peers. However, children's emotional wellbeing is not always fully supported in the transition from one age group to another. Staff work well together and contribute to the planning of activities. This includes detailed input on the six areas of learning and development to cater for the needs of the children and to plan next steps in learning. Staff put the emphasis on free play and they join in with play and are actively involved in group games. Good quality resources are deployed effectively to enable children to choose their play.

Children extend their vocabulary by sharing their thoughts and experiences throughout the session. Staff interact with the children, engaging them in conversation and promoting their language and communication abilities well. During group activities, children show good listening skills and respond appropriately while listening to the 'Red Riding Hood' story. Good opportunities are provided for all children to make marks, to write for different purposes, to recognise and write their own names and to use their phonic knowledge for linking sounds and letters. They all enjoy singing nursery rhymes, such as 'Wind the bobbin up' and 'Twinkle twinkle little star'. Children use imagination and express thoughts whilst using a good range of art materials to develop their creative skills. They produce their own art work alongside more structured activities for the purposes of themed pieces or a wall display, including frogs, spiders, freezing weather and autumn. A range of texture experiences, including hand printing, pasta, jelly, shaving foam, natural materials and water and sand play, encourages children's talents. Children use a good range of musical instruments and move their whole bodies in response to sounds they enjoy.

Children demonstrate a developing understanding of numbers and shapes through daily routines, computer games, number rhymes and cards and visual displays in their environment. Good opportunities are provided to exploit their simple calculation skills, for example, enabling children to recognise different quantities and sizes and to count and calculate. Children are well supported in developing the knowledge, skills and understanding that help them to make sense of the world and the environment. They engage in exploratory activities like growing plants, learning how snow melts in their hands and water turns into ice and discovering various mini-beasts in their outdoor play area. Children learn about changes in the weather all through the year. A selection of resources, including tools, computers, binoculars, magnifying glasses and electronic toys, give children opportunities to begin to develop their understanding of how technology can help them in their everyday lives.

Children develop their physical skills through a range of opportunities throughout the day. Access to the outdoor play area, the use of physical play equipment and enthusiastic participation in outdoor group games promote children's coordination and spatial awareness. Children are engaged in activities requiring hand-eye coordination and show increasing skill in the use of scissors and construction sets and in rolling, cutting, patting and twisting malleable materials. Children adopt good personal hygiene routines, including washing hands before eating and after messy play and using the toilet. There is a sociable and relaxed atmosphere at mealtimes and all enjoy freshly cooked foods. Drinking water is readily accessible

to all children throughout the day.

The children have a sense of belonging. They learn social skills and generally enjoy being with adults and peers at the setting. Children confidently make decisions in choosing resources and develop a sense of responsibility by packing these resources away when they have finished playing with them. Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are frequently encouraged and praised and their efforts are acknowledged appropriately.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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