

# The Beeches Day Nursery

Beechdale Lifelong Learning Centre, Stephenson Square, WALSALL, West Midlands, WS2 7DX

<b>Inspection date</b>	24/09/2014
Previous inspection date	16/04/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff plan interesting activities, which take account of children's individual needs and interests. Teaching is consistently good and children are challenged well at their own levels of understanding.
- Children's starting points are clearly established and their progress is monitored very effectively so that any gaps in learning are quickly identified and addressed.
- Children's well-being is given high priority and staff teach them about healthy food and lifestyles. Children settle well in the nursery, as staff use information from parents to meet children's care needs so children are secure.
- Children are safe because rigorous policies and procedures are implemented effectively by staff and closely monitored on a daily basis.
- Robust systems are in place to monitor and evaluate the provision so that children receive improved learning experiences and the quality of planning, teaching and assessment is maintained.
- Staff work effectively in partnership with parents and other professionals so that children are fully supported in their learning and care needs.

### It is not yet outstanding because

- Children's already good learning in literacy, communication and social skills are not always extended to the optimum.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the three playrooms and the outdoor play area, including a joint observation with the deputy manager of the nursery.
- The inspector held meetings with the manager of the nursery, who is also the provider.  
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full report

### Information about the setting

The Beeches Day Nursery was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a separate nursery unit in the Beechdale Lifelong Learning Centre, Beechdale, Walsall. The nursery is accessible to all children and serves the local and surrounding areas. It opens on Monday to Friday, from 7.30am to 6pm and all year round, with the exception of bank holidays. There is an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3. Children attend for a variety of sessions. There are currently 53 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and receives support from the local authority.

### What the setting needs to do to improve further

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

- enrich the learning environment to invite and encourage children to strengthen their already well-developing social skills, imagination and early reading, writing and language skills.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff knowledge of the learning and development requirements of the Early Years Foundation Stage is good. They work effectively together to plan interesting and challenging activities for children, based on children's needs and interests. Staff obtain detailed information from parents about what children already know and can do. They use this, alongside their own observations and initial assessments, to plan for each child's next steps in learning. This process has greatly improved since the last inspection, so that clear progress can now be seen in each child's well-organised progress records. This means that any gaps in learning are quickly identified and addressed so that all children make good progress. Staff record regular observations of children and review their progress every four months. This information is shared with parents daily and at parents' evenings, so they discuss their child's progress in depth with their key person. Parents are guided on how best to support children's learning and development at home. There is very good communication between staff and parents so that they work together to support children effectively through the sharing of information about children's achievements each day. Plans are in place for the further involvement of parents in children's learning.

Children access a wide range of interesting activities and resources in the open plan nursery. Each of the three areas is separated by a low barrier, so children can see each

other and they sometimes mix for meals or activities. This helps to develop their social skills further and younger children learn from the older ones. Babies enjoy exploring exciting objects in treasure baskets in their cosy, welcoming area. They play happily with their key person and are supported very well as they increase their small muscle skills through building beakers and rings up in size order. Babies curl up contently in a small tent or a low bed, so that they can enjoy quiet time with their bottles or look at books. Staff support children who are learning to stand and walk, as they hold their hands and provide walkers for them. This means children can steady themselves and gain confidence on two feet. Staff plan effective activities for two- to three-year-old children, which focus their attention and help them to listen and follow instructions. They choose from a range of percussion instruments and sing songs and rhymes together. Children concentrate well and cooperate in their play, as they pass a toy to each other.

Pre-school children are curious and enthusiastic in their play, as they examine a grasshopper and a spider they find outside. They are confident in their use of the small slide, stepping stones and wheeled toys, as they develop their physical skills well. Staff use the outdoor area and resources effectively to extend children's learning experiences. However, there are further opportunities to maximise the development of children's early reading, writing and communication skills through the addition of more resources for children to make marks and engage in more role-play activities. Their social skills could be developed even more effectively through the provision of further inviting and better planned role play areas. Children are well prepared for the next stage in their learning, as teaching is consistently good and all areas of learning are covered in depth. Children's language and vocabulary is extended through a planned programme of activities. Children who speak English as an additional language are well supported in partnership with parents.

### **The contribution of the early years provision to the well-being of children**

Children are very happy and settle well at the welcoming nursery, as staff and parents share detailed information about children's routines and well-being. This ensures that all children's needs are met on a daily basis. Staff are kind and caring and comfort children if they are tired or upset. Very young children are closely supervised by staff, sleep easily and sit on staff's laps to play or have their bottles. Children are settled in gradually, their parents stay with them until they become familiar with their new surroundings and the staff. The key-person system is now well organised and children form close bonds with their key person who gets to know children and their families well. This provides positive links with home and means children feel secure. There are good relationships between staff and children. Parents state that children really look forward to attending nursery and that staff make the whole family very welcome. They know they can ask staff for advice or information about their child at any time and they work together on children's care routines and well-being. Children are confident to let staff know if they need the toilet or to find out where the toys go at tidy up time.

Children are provided with healthy meals and snacks and are encouraged to pour their own drinks and choose when to have their snack. This supports their independence skills well. Children manage their cutlery proficiently and enjoy sociable mealtimes as they eat.

Staff ensure they check the food temperatures and remind children to blow on it if it is hot. Staff involve parents in promoting healthy eating, as they share the nursery menus and cater for children's dietary needs and preferences. Children grow some vegetables at nursery so they find out where their food comes from. They learn to be independent as they put on their own clothes and shoes to play outside and attend to their self-care routines as they get older, so they are ready for school.

Behaviour is good because staff set clear boundaries and teach children how to share and take turns through their activities and daily routines. Children are active outdoors each day, so they learn about healthy lifestyles. They manage controlled risks safely through their use of the climbing and balancing equipment. Children are emotionally secure and ready for their moves to new rooms in the nursery and to other settings. This is because staff help them to settle gradually and they share information about children's progress and needs with their new key person or teacher. As the nursery is open plan and children mix together for some activities, children already know the staff and children in their new rooms. Staff ensure children know what to expect at school, as they read stories about starting school, plan role play activities and show children their new uniforms. This means that children are well prepared for their moves.

### **The effectiveness of the leadership and management of the early years provision**

Since the last inspection and two subsequent monitoring visits, the management team and staff have developed a more secure awareness of their responsibilities to safeguard children by reporting any concerns in a timely fashion. Staff have a much improved understanding of the nursery's effective safeguarding policies and practice. This is because the management team refresh their knowledge regularly by testing this through verbal and written questions. This means that all staff know how to identify any concerns and who these should be reported to. Staff know where to find this information, within the policies and procedures, and who to seek advice from in the event of a concern or allegation. The manager has now appointed a designated lead for safeguarding and a deputy, who have both received training, so that they monitor staff understanding and implementation of child protection. Effective risk assessments for the premises and outings are now in place and staff carry out thorough checks throughout the day so that children are safe. There are safe procedures for the collection of children and are well supervised. Staff now record children's arrival and departure times each day so they always know who is present in case of emergency. Staff and visitors' signing in and out times are also logged. Records are maintained accurately and accidents, the administration of medicines and children's existing injuries are monitored each month so that children's health is well protected. Staff all have paediatric first-aid certificates and have updated their safeguarding knowledge through attending training, which means children are safe and well protected.

There has been considerable improvement in the monitoring of children's progress and in the organisation of their progress records. Clear progress is now evident for all children from their well-understood starting points. This is very closely and effectively monitored by the management team, as they work with staff to discuss ways to plan for individual

children's next steps in learning so that they make the best possible progress. Staff performance is monitored and improved through observations, regular two-way discussion, mentoring and targeted training. The introduction of peer observations has also had a positive impact on teaching and a subsequent impact on children's learning. Staff have worked very effectively with the management team, a local authority early years adviser and other local early years providers to evaluate and improve the provision. They are very well motivated and keen to make further improvements in order to maintain good quality care and learning for children. Parents and children are included in the self-evaluation process. This has resulted in a clear and detailed action plan so that areas for improvement are identified and quickly and successfully addressed. This means that there have been significant improvements since the last inspection with regard to planning, assessment and teaching. Consequently, children now make good progress in their learning. Parents are well informed about the nursery policies and procedures and their views and suggestions are actively sought.

There are effective links with other professionals and local early years providers. This means that staff regularly share ideas and best practice and the management team attend network meetings and is involved in the community. This means that there is effective support for children. Staff share information with the other settings that children attend so that their learning is complemented and their well-being is protected. The nursery has been very successful in bringing about very positive changes in practice to greatly improve the provision.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	254428
<b>Local authority</b>	Walsall
<b>Inspection number</b>	975982
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	36
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Beeches Day Nursery Limited
<b>Date of previous inspection</b>	16/04/2014
<b>Telephone number</b>	01922 620524

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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