



Copper Beeches Day Nursery Ltd.

Inspection report for early years provision

Unique Reference Number	EY332730
Inspection date	06 February 2007
Inspector	Sheila Iwaskow
Setting Address	16 Barkers Lane, Sale, Cheshire, M33 6RG
Telephone number	0161 973 8829
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Registered person	Copper Beeches Day Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Copper Beeches Day Nursery Ltd. was registered in 2006 and is privately owned. It operates from four large rooms in a three storey, self-contained building in Sale, an area of Trafford. There is an enclosed outdoor play area. Children from the local and surrounding area attend.

There are currently 47 children on roll who attend on a variety of placements; of these, 12 receive funding for nursery education. The nursery opens five days a week all year round, except bank holidays. Sessions are from 07.45 to 18.00. The setting supports children with learning difficulties and those who have English as an additional language.

The nursery employs 11 staff; of these, six hold an appropriate early years qualification. Support is given to the nursery from the early years advisory teacher in Trafford.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Effective procedures are followed by staff to protect children from infection and illness. They follow current and appropriate health and hygiene guidelines, policies and procedures. A cleaner is employed to clean the building and staff routinely clean toys and wipe down surfaces with anti-bacterial spray after meals and messy play. A comprehensive sick child policy is in place, which excludes children who are ill from the setting, preventing infections being spread. Children who become ill whilst at the nursery are comforted appropriately and parents are contacted straight away. There are stringent nappy routines in place, which are consistent throughout the nursery. Children are learning to adopt basic hygiene routines as they wash their hands before eating and after going to the toilet. The bathroom area has good reference to procedures for hand washing, displayed in picture and written format. Brushing their teeth after meals and openly talking to children about germs further promotes good health, reinforcing children's awareness of the underlying concepts of good hygiene practices. Minor injuries are dealt with effectively as a number of staff hold first aid certificates and first aid boxes are placed strategically throughout the nursery. Babies' routines with regard to meal and sleep times are respected, providing an environment that is consistent with home.

Children's particular dietary needs are recorded and considered when planning menus. Healthy eating is actively promoted with vegetarian options available. Meals and snacks are well balanced and nutritious, effectively promoting children's physical growth and development. 'Fussy eaters' are tempted to try out new textures and tastes. Meal and snack times are happy social occasions where children relax and enjoy each other's company. Food is served on attractively coloured plates, which makes eating a more pleasurable experience for children. Staff hold food hygiene certificates, ensuring that meals are prepared in an appropriate manner. Children are well hydrated and have regular access to drinks.

Children benefit from regular exercise as they play outside. They are developing a good awareness of space and give due consideration to others as they run around in the fresh air and take part in jumping activities to warm their bodies up. Children have fun as they balance and negotiate the obstacle course and explore the climbing frame. Playing football, tennis and taking part in relay races offer more challenging experiences for children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into a bright and stimulating surrounding. Vibrant displays of children's art work, some of which have been beautifully transferred on to canvas, create a purposeful learning environment and give children a sense of belonging within the setting. The premises are well maintained and heated to an appropriate temperature, ensuring children's comfort. Children move around their immediate environment with ease and confidence. Particularly noteworthy is the library area with its computer and interactive white board. All children have timetabled access to this area and thoroughly enjoy a wide range of exciting and visually stimulating opportunities which cover all areas of their learning. Toilet areas are well designed

and afford children privacy when required. The nursery is well equipped to promote all areas of development. Children access a good supply of toys and materials, which are safe and in good condition. The child-sized furniture is of good quality and meets the needs of all the children who attend.

Close attention is paid to safety throughout the setting. Children feel assured because they are well supervised by staff. Risk assessments are in place covering all areas of the nursery. Entrances and exits to the setting are closely monitored and prevent anyone gaining unsupervised access to the building. All playrooms are connected by telephone, which ensures that staff do not have to leave the children in order to deal with any issues that may arise. Fire evacuation procedures are clearly displayed and fire drills are practised on a regular basis. This allows children to become familiar with the systems to follow in the event of a fire or emergency evacuation. Children are learning to keep themselves safe as staff gently remind them not to run in case they fall. However, a minor issue has been identified which may pose a risk to children's safety; a drain in the back garden is not fully covered and is accessible to the children.

Children's welfare is safeguarded because staff have a good awareness of the indicators of abuse and procedures to follow if they are concerned.

Helping children achieve well and enjoy what they do

The provision is good.

Staff know the children well and greet them warmly on arrival at the nursery. Those who take a little longer to settle are offered reassurance and extra support from staff. Children are encouraged to say goodbye to their parents, which helps to develop trusting, three-way relationships. There is an effective settling-in procedure, helping children to feel secure within the nursery environment. Children are very happy in the care of the enthusiastic staff team. A relaxed atmosphere and the staff's cheerful manner encourage children to be self-assured and good humoured.

Babies receive lots of hugs and cuddles from staff, which helps them form a strong bond with their carers. Children hold out their hands to be picked up by familiar adults and snuggle in close. Staff nurture children's early communication skills by responding to babies' babblings and facial expressions. Babies are made comfortable when they are tired and held closely when being fed. They are able to sit or crawl and self-select resources from the easily accessible range of toys arranged on the carpet for them. The activities available in the baby room are brief and appropriately reflect their attention span, holding their interest and ensuring that they are fully occupied and engaged throughout. For example, babies' faces light up with delight as they shake a rattle and listen to the noise made. Staff recognise their achievements and offer lots of praise.

A good range of sensory opportunities are available to younger children as they explore the varying contents of the treasure baskets and feel the texture of uncooked pasta. Young children thoroughly enjoy story time and singing songs, such as Twinkle, Twinkle Little Star. They are beginning to make connections and develop sense of self as they look at themselves in mirrors, clap their hands and identify the colour of beetroot. Making models from junk, manipulating play dough and dressing up as fairies stimulates young children's imagination and creativity.

However, in the toddlers' playroom, the way in which resources are organised inhibits children from making informed decisions about their play.

Staff show a growing awareness of the 'Birth to three matters' framework and this is reflected in the variety of play opportunities available to the children. However, planning and assessments are not yet fully developed to ensure the needs of young children are totally met.

Nursery Education.

The quality of teaching and learning is good. Children benefit from the owner who is a qualified teacher and staff who have a secure understanding of the Foundation Stage. As a result, children make good progress towards the early learning goals. Planning takes a thematic approach, covers all six areas of learning and reflects the interests of the children. Children's progress is regularly assessed and clearly linked to the stepping stones, making it easy to track. Short term planning identifies clear learning objectives and there is a good balance of adult-led and child-initiated activities. However, the planning of focused activities lacks detail as the needs of more and less able children are not clearly identified and the next stages of learning are not predicted.

Areas of continuous provision are very well developed within the nursery both indoors and outside. This allows children to independently consolidate experiences that they have already learned. Children receive lots of attention from staff and skilful questioning techniques are readily used to encourage and promote their learning. For example, the current topic is healthy eating and staff ask children to explain why chocolate, eaten in large quantities, is not good for them. Children experience a variety of teaching styles, which has a positive effect on their learning.

Children's self-help skills are developing well. They tidy resources away at the end of the session, push the chairs under the table after breakfast and give out the pencils at the start of a focused activity. Children are confident, fluent speakers and excellent listeners. For example, children give detailed explanations of the importance of wearing their aprons whilst painting. Children initiate conversations, listening carefully to what others say and responding accordingly. Staff actively promote discussion as an integral part of all activities and develop positive relationships with the children.

Children have a good understanding that print carries meaning and are beginning to identify features of a book, such as the title, front and back cover. They have interesting opportunities for learning to write for a purpose as they make a Christmas present list and design a book all about healthy foods. Singing the alphabet song and identifying words that begin with each letter of the alphabet allow children to link sounds to letters. They have many opportunities to recognise their name as they self-register at the beginning of the day and find their own water bottle and toothbrush.

Children show a keen interest in number. Mathematical concepts are well promoted both as part of the daily routine and whilst children play. Breakfast time gives children the opportunity to calculate how many plates are needed so that they each have one. Children explore and identify shapes in their local environment, discovering that houses that they see from the

outdoor play area have triangular roofs and rectangular windows. Children problem solve as they compare and sort food into groups. Mathematical language, such as 'big' and 'small', is used routinely as children play.

Children have many chances to investigate using their senses, for example, they observe the changes that occur when ice turns into water and feel the different texture of the play dough when glitter is added. They enjoy finding out about the life cycle of a frog and observing the seasonal changes of autumn. Recalling events, such as a recent birthday party and holiday, allows children to understand the passing of time. Children's technology skills are developing well as there is an extensive range of resources available to promote this area of their development.

Children play imaginatively in the role play area and enhance their creativity using a variety of media. They enjoy playing with and participating in activities using construction toys and musical instruments. There is a good range of play opportunities that promote children's fine motor skills and hand-eye coordination. These include threading activities and using small tools, such as scissors, spreaders, rolling pins and cutters.

Helping children make a positive contribution

The provision is good.

Children enjoy each other's company as they play harmoniously in the happy atmosphere of the nursery. Every child is valued as an individual and the ethos of mutual respect and support between staff is reflected in the positive interactions in all areas of the nursery. Birthdays are acknowledged, which helps children feel special. Children are allowed to bring in their favourite toys to help them feel at home within the setting. Opportunities to celebrate festivals, such as Chinese New Year, or to taste food from other cultures and access resources that reflect equality of opportunity, allow children to appreciate the diversity of the world in which they live. Children with English as a second language make good progress because of the high levels of interaction they receive from staff. The setting demonstrates a positive attitude towards inclusion. They recognise the importance of working closely both with parents and outside agencies, if necessary, to ensure that individual requirements are met. Children's spiritual, moral, social and cultural development is fostered.

Staff treat all children with individual care and respect. Children are polite and demonstrate good manners as they say please and thank you to staff. They cooperate well together, sharing and taking turns as they play. Children efforts are praised and their contributions are valued, which helps promote their confidence and self-esteem.

Partnership with parents and carers is good. The setting adopts an 'open door' policy, which contributes towards establishing trusting relationships. Parents receive a comprehensive booklet containing detailed information about the setting, policies and procedures. Written and verbal feedback at the end of the session keeps parents fully informed about their children's routines and how they have spent their day. Questionnaires allow parents to freely express their views about the nursery. A notice board, regular newsletters and invitations to open days ensure that parents are involved and informed about the nursery. Parents also receive written reports about their children's educational progress and they have access to their children's observation records

at all times. Plans of activities are on the wall, however, parents do not receive enough detailed information about the Foundation Stage to allow them to be fully involved in their children's learning. Information is given to parents with ideas and suggestions to support their children's learning at home, however, parents are not invited to contribute to their children's assessments when they start at the nursery or at the end of the year.

Parents have the highest regard for the service provided. They appreciate the 'approachability' and 'kindness' of staff and the 'variety of activities' provided for their children.

Organisation

The organisation is good.

Leadership and management are good. The owner/manager is actively involved in the provision and has a clear vision of how she wants the nursery to develop. She works closely with staff, who are clear about their roles and responsibilities in the delivery of the curriculum. High priority is given to staff training and development and effective systems are in place to monitor and evaluate the quality of the nursery education provided. Through continual self-evaluation, areas for improvement are identified and addressed in a timely manner, ensuring that the quality of education provided is of a high standard.

Children express themselves freely in the well organised environment. Children are grouped according to their age and stage of development and a key worker system is in place. Space is maximised to its full potential to provide children with a range of exciting and worthwhile experiences which encompass all areas of their learning. High staffing levels and a stable staff team result in a good standard of care. Children benefit immensely from the continuity of care that this brings.

All the required records and documentation are in place and of a high standard. Effective induction, recruitment and selection procedures are in place to ensure that staff are appropriately vetted and their suitability assessed.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop staff's awareness of the 'Birth to three matters' framework, with regard to planning and assessments; make resources for younger children more easily accessible to allow them to make more informed decisions about their play.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the planning of focused activities, ensuring that the needs of more and less able children are clearly identified and that the next stages of children's learning are planned
- invite parents to contribute to their children's assessments and provide parents with more detailed information on the six areas of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk