

# Beech House Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	313076
<b>Inspection date</b>	18 July 2007
<b>Inspector</b>	Wendy Brooks
<b>Setting Address</b>	10 Huyton Church Road, Huyton, Knowsley, Merseyside, L36 5SJ
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<b>Registered person</b>	Joan Moore
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. 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?

Beech House Nursery is a large detached property in the Huyton area of Knowsley. Families using the nursery live or work in the area.

The nursery operates Monday to Friday from 08.00 to 17.45 except for Friday when it closes at 17:30. It is open all year round and closed only for public holidays and a week over the Christmas period. The setting is able to provide care for children who speak English as an additional language and children who have learning difficulties or disabilities.

Children under three years of age are cared for in three base rooms on the ground floor of the main building. Children over three years have a separate building, which is on two floors. A fully enclosed outdoor area is available for all children.

A complement of 12 staff, including the manager, look after the children. Nine staff members hold a level three qualification, with the remaining staff working towards this.

Currently there are 49 children on roll, 17 are aged under two years, 20 are aged two to three years and 12 children aged three and four years receive funded nursery education.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children play and are cared for within a clean environment because staff ensure all areas used by the children are clean and tidy. Hygiene routines are followed which help children to learn about keeping themselves healthy, for example, children wash hands at key times during the day and staff wipe tables and high chairs before use at snack and lunch times. Children throughout the nursery are encouraged to clean their teeth after meals and children begin to understand why dental hygiene is important. Some procedures, however, do not fully promote children's health and hygiene. For example, the same bowl of water is repeatedly used to wet and rinse children's face and clothes, also children are not provided with plates at snack times.

Parents are made aware of infectious illnesses and recovery periods through documentation displayed. Discussions with parents means that, whenever possible, sick children do not attend the nursery. Several members of staff hold current first aid certificates and parental consent for emergency treatment is in place which means that children are cared for appropriately if they have an accident.

Children's physical development is promoted through the provision of appropriate opportunities both in and outdoors. Children have opportunities to play outdoors weather permitting, where they use a climbing frame and slide, play house, ball pool and wheeled toys. Children listen to music and participate in action songs which helps to develop their movement and co-ordination. Children develop competent small physical skills through access to a variety of equipment and activities, such as painting, construction and, cause and effect toys.

Children enjoy a range of healthy foods throughout their day. The nursery employs a cook who prepares nutritious lunches, such as curry with rice and cottage pie, followed by pieces of fresh apple, orange and banana. Several staff members hold certificates in food hygiene and prepare meals when the cook is not available. Babies and children are regularly provided with drinks from individual, named beakers throughout the day. Older children are provided with opportunities to pour their own drinks of water and participate in giving out cups and cutlery for lunch time. Babies individual routines are followed whenever possible and parents can choose to provide their own lunches. Children's individual dietary needs are discussed in detail and all staff are made aware of any allergies.

### Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for within areas that are appropriately organised according to their age and level of development. Staff assess children's level of development prior to moving them into the next group room ensuring their safety. Low level equipment means that children can freely access resources and move around their rooms independently. For example, the baby room is arranged with activity centres and toys on the floor so that crawling babies can move to the toy they wish to play with. Children who are beginning to walk independently are provided with the freedom to do so in a safe and maintained environment.

The premises are kept secure at all times and an intercom system means that only people known to staff are allowed into the building. Children begin to develop an understanding of keeping themselves safe through the regular practise of fire drills, records of which are maintained by

the manager. The outdoor area is fully secure and provides opportunities for children to develop their physical skills in an appropriate environment. Regular checks of equipment and the areas accessed by children are carried out by staff and a recent report has been completed by health and safety professionals.

Children's welfare is given a high priority. Staff have a good understanding of child protection procedures and are clear about their responsibilities in this area. Their knowledge is supported by clear policies and procedures which are shared with all staff, parents and carers.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children's enjoyment and achievement is well addressed. They are learning and developing well through the provision of planned activities and opportunities. Staff are aware of both the Birth to three framework and the Curriculum guidance for the foundation stage and use these to provide all children with good learning opportunities.

All children enjoy planned activities which are supported by a good range of resources covering a variety of play experiences. Babies are given the freedom to select from a variety of resources within their reach such as activity centres, a baby tunnel and slide, rattles and cause and effect toys. During their time outdoors, babies enjoy playing in the ball pool, using the swing and exploring the sand and water trays with adult support. Toddlers enjoy a range of play experiences, such as construction, role play, music and reading. Some children choose to explore the feel, texture and taste of jelly which is set up at the creative table and staff help children to describe their experience by using words, such as 'squishy' and 'sticky'. Two year olds are provided with opportunities for individual exploration through activities, such as the interest table where they can examine equipment, such as a magnifying glass, a camera and a telephone. Children are encouraged to use their senses by smelling the different pots and feeling the texture of a selection of natural materials.

A key worker system is in place throughout the nursery. Each room has a key worker responsible for the planning for the children within that room. This means that children's individual needs and interests are planned for appropriately. Staff carry out regular observations of the children within their group and use these to inform future planning so that children's progress and development is monitored. Parents are kept up to date with their children's progress and are aware of their child's individual development file which they can see on request.

### **Nursery Education.**

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and how young children learn. Long, medium and short term plans are in place, giving equal emphasis to each of the six areas of learning. The plans are recycled on an annual basis, with each new group of children, meaning that some of the activities are repeated. However, the pre-school leader ensures that activities are adapted to suit the individual learning needs of the children within each new group. Plans follow a different theme for every six weeks and coincide with events or seasons, such as summertime. Themes and activities are monitored and evaluated which helps to inform future planning by identifying the outcomes of guided activities. Children's development and progress is observed and recorded either spontaneously or during identified activities. This information is used by staff to target specific children in future activities. Children's work is displayed for a short while before it is collected as part of their

development file. However, work is not dated and therefore the progress children have made is not always clear for parents to see.

Children enjoy a wide variety of activities and experiences which help to develop their learning across the six areas within the Foundation Stage Curriculum. All children are settled at the provision and are happy and eager to participate. Children's confidence and self-esteem are well promoted as they are praised for their achievements. Children show good levels of independence, for example, when it is time to tidy up children brush up the sand and put equipment away with minimal reminders from staff. Children are encouraged to care for themselves by pouring their own drinks of water when thirsty and passing the toast plate to each other at snack time. Children build positive relationships with staff and peers. They take turns, share resources and behave well.

Children are confident speakers and communicate well with each other, members of staff and visitors to the setting. After adding water to the sand tray a child explains how the sand has changed because now it is 'squishy and squashy'. A recent visit to the Gulliver's world theme park is a common topic of conversation between the children. Sharing a map of the theme park children discuss which rides they went on and what they saw. Children recognise their own first names, which is shown when they self select their cups for a drink and when putting their construction model on display for others to see. Children are beginning to recognise individual letters by name and sound through activities, such as the letter of the week. However, these skills are not further developed through a wider variety of practical activities and children's independent writing skills are not fully promoted at all times. Children have access to a wide selection of books in the attractive and cosy reading area. In good weather a selection of books are moved outside and a cosy den is created in which the children can read and relax.

Children are beginning to develop an understanding of mathematics through planned activities and access to varied mathematical equipment. For example, children recognise common two-dimensional shapes which are displayed around the room and during a game of dominoes staff encourage children to name the shapes they have created with their domino pieces. One child explains that he has made a 'massive square' and then shows friends how to make a triangle shape with their fingers. Children recognise numbers shown around the setting and staff take opportunities to extend children's counting skills through everyday activities. While tidying away the construction equipment staff give children the idea to count to 20 and see how many bricks they can put in the box. Children join in enthusiastically and once the group have counted to 20 a child asks if they can all count again. Children develop knowledge and understanding of the world around them through a wide selection of planned activities. Children have been involved in planting their own vegetables in the nursery garden and caring for them as they grow. After children helped to pick the carrots and potatoes they saw how they were prepared for them to eat and enjoy. Children have free access to the exploration table during free choice activities and enjoy using their senses to explore objects, such as smelling pots, marbles, dry mud and shells. Children develop their knowledge of how things work by examining technological items, such as binoculars, torches, a camera and a harmonica.

Children's physical skills are developed through a selection of activities both indoors and outside. Children are provided with opportunities to ride bikes, use the slide and climbing equipment. Regular activities involving music and movement help children to develop an understanding of control of their bodies and a sense of space. During planned physical activities children are reminded of the importance of warming up and cooling down and are developing a good understanding of keeping themselves healthy. After snack time children talk about sugary foods which can make their teeth bad, such as chocolate and sweets and understand why it is

important to brush their teeth often. Children's fine motor skills are developed through everyday creative activities, such as painting, drawing and sticking, and by using tools, such as the watering can to look after the flowers and plants in the garden. An inviting role play area provides children with opportunities to use their imagination as they dress up and recreate scenarios using the equipment available.

### **Helping children make a positive contribution**

The provision is satisfactory.

All children are included in all the activities provided; their individual needs and circumstances are known and provided for by staff. Children begin to develop an awareness of the wider world through displays showing friends around the world and by celebrating various cultural festivals, such as Diwali, Chinese New Year and Christmas. However, resources which reflect positive images of diversity are not extensive.

Staff are aware of all the children's individual needs and circumstances, and demonstrate how they are able to support all children. Although there are currently no children attending with learning difficulties or disabilities the Special Educational Needs Co-ordinator (SENCo) attends regular training to ensure that children's additional needs are catered for.

Children behave well throughout the nursery and play together harmoniously. Staff praise children for their achievements and reward children's positive behaviour with cheers, smiles and actions. This has a positive impact on their self confidence and self-esteem. Pre-school children look forward to selecting a sticky star for their positive behaviour and show an understanding of right and wrong. Children are well-mannered, polite and helpful. Older children eagerly volunteer to assist with tasks, such as brushing up the sand and giving out cutlery at lunch time. Children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents and carers is good. Children benefit from the good partnership with parents and carers. Parents are provided with good information about the setting and what it has to offer in terms of care and education. Before children start to attend the pre-school parents are provided with information on the Foundation Stage and how it will be accessed by their child. Parents are requested to provide information on the developmental stage their child is at, which helps staff to plan activities for individual children's development. Once children begin to attend parents are kept up to date of activities on offer and are informed of themes and special events that will take place. Parents are kept up to date with their child's development, achievements and general well-being through informal verbal discussions upon arrival and collection, and through written daily diaries for babies and toddlers. Developmental records are also available for parents and carers of all children upon request, every four months all parents receive a report detailing the progress their child has made.

### **Organisation**

The organisation is satisfactory.

Leadership and management is good. Children's learning and development benefit from the good leadership and management of the nursery. The nursery manager and deputy meet with pre-school staff on a regular basis to discuss the activities provided and to monitor the planning. The manager undertakes regular monitoring of the whole provision looking at staff performance, training and development, activities and the curriculum.

The manager has suitable recruitment, selection and induction procedures in place to ensure that staff have appropriate qualifications and experience. However, evidence of all staff's suitability to work with children is not available. Policies and procedures are in place and shared with all staff. Regular appraisals and staff meetings ensure that staff performance is monitored and areas for further development are identified. Staff are provided with regular opportunities for training and they are kept up to date of policies and procedures and any changes in childcare initiatives.

Children's and staff attendance is recorded accurately and staff ratios are met at all times. Most records and documentation are well maintained, with the exception of the medication records which to date have not recorded parental signatures when obtaining consent to administer prescribed medications.

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

### **Improvements since the last inspection**

At the last inspection a recommendation was given for the manager to review the timing of the staff induction to include health and safety and child protection in the first week of employment. This has been reviewed and staff inductions are recorded. In addition, two further recommendations regarding documentation were made for the setting to retain records of medication administered to children for at least two years after the last entry and to review and update the statement to include procedures should an allegation be made against a staff member or volunteer. These recommendations have been met.

When the pre-school was last inspected a recommendation was made to improve the book area to further encourage children to read books for pleasure and enjoyment. This has been addressed and children now have a cosy, attractive and inviting book area which is well used.

A second recommendation was made for the pre-school to address the noise levels within rooms during some activities. During this inspection, there was no issue with regard to noise level. When larger groups of children are present they are divided into smaller groups and make use of the different areas within the pre-school.

### **Complaints since the last inspection**

Since the last inspection 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 record 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 satisfactory. 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):

- reconsider the use and storage of children's face clothes, and the use of plates at snack time in order to ensure good hygiene at all times
- ensure that evidence of staff suitability is available at all times and that medication records are accurately maintained

### **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):

- further develop children's reading and writing skills through extended practical activities
- ensure that children's work is correctly dated in order to review children's progress.

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](http://www.ofsted.gov.uk)