

# Beechwood Childcare Southam Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	200502
<b>Inspection date</b>	07 September 2007
<b>Inspector</b>	Anne Felicity Taylor
<b>Setting Address</b>	Southam St. James C of E Primary School, Tollgate Road, Southam, Warwickshire, CV47 1EE
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<b>Registered person</b>	Beechwood Childcare Limited
<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 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?

Beechwood Childcare Southam Nursery, is one of five nurseries run by Beechwood Childcare Limited in the Midlands. It opened in 2000 and operates from self-contained, purpose-built premises in the grounds of Saint James Church of England Primary School, Southam, Warwickshire. A maximum of 27 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. The setting offers sessional and day care to children under five years old, and a before and after school club for children who attend St James and other local schools. There is also a holiday club during school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 63 children aged from under one year to 11 years on roll. Of these, five children receive funding for early education. Children come from the local area and surrounding rural areas and villages. The setting currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs five members of staff, all of whom hold appropriate early years qualifications. Staff attend short courses and courses to add to their qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children enjoy a wide range of energetic physical activities both indoors and outdoors that contribute to their health and well-being. They benefit from having easy access to the outside play area, enjoying some time spent with older and younger friends. Play activities are taken outside and children share and take turns playing with cars and playing in the water tray. Older children move safely and confidently as they take part in music and movement and develop ball skills. Staff support the physical development of the younger children well, as the babies and toddlers learn to crawl and walk. They are taken for stimulating walks to feed the ducks and to look around the village. Pre-school children are offered activities to help them climb and balance, for example, adventure play in the local park.

The example set by the staff and their consistent support enables all the children who attend the nursery to learn the importance of good personal hygiene routines. Hot water and liquid soap are available in the children's bathroom and changing area and staff use protective gloves and aprons. This effectively limits risks of cross-infection. Younger children chat as they have their nappies changed, learning about keeping clean. Pre-school children discuss healthy living and eating during general routines, for example, they chat about the snack offered. A comprehensive health and safety policy is in place which is easily available to parents, including information about infectious diseases. Parents are well informed about any events during the day as good procedures are carried out, for example, accident recording procedures. Consent for the administration of medication is completed, and parents are asked to sign their child's daily medication record. Some medication stored in the refrigerator is out of date and not clearly marked creating a risk. Children are cared for well if they have an accident or become ill as all the staff are first aid trained and well-stocked first aid boxes are available. However, individual forms asking for permission for emergency medical treatment are not always completed in full and therefore children may not be cared for according to their parents' wishes.

Children are well nourished and enjoy a healthy diet. They are offered three meals a day plus regular drinks and snacks. Breakfast, tea and snacks are prepared by nursery staff and a two course lunch is prepared in the school. Children benefit from the variety of food available including fresh fruit and vegetables, milk and water. Refrigeration and hot food temperatures are monitored and recorded; therefore food is safe. Staff have completed food hygiene training. Babies follow their individual home routine as far as possible for bottle feeds, drinks and meals, offering continuity of care. Parents are always consulted regarding dietary needs and preferences, ensuring all individual needs are met. Daily menus are displayed. Meals and snacks are happy social occasions when staff and children chat, giving the children opportunities to learn about healthy eating and to develop their social skills.

Children's individual needs regarding sleep and rest are met well, for example meal times are flexible to allow younger children to eat early or late to accommodate their needs. Children are comfortable in cots with individual clean bedding. Children sleep safely with close staff supervision and regular checking.

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

The provision is good.

Children are cared for in a welcoming and homely environment. The building is secure and there are good procedures for monitoring visitors. Accurate registers are kept for children and staff. Children develop a good awareness of safety as they discuss and practise fire drill. Fire safety equipment is in place and checked regularly. Children are comfortable within the safety boundaries set by staff, including being considerate to others, for example, no pushing when lining up. There is easy access for children to a variety of appropriate equipment, much of it at child height, encouraging independent choice. As staff encourage and praise the children for helping to tidy up the children understand responsible behaviour and caring for equipment. Effective procedures are in place for staff to check and clean all equipment and toys regularly ensuring it is all suitable and safe for the children. Staff rotas and deployment enable the children to be well supervised at all times and therefore kept safe. Risk assessments are in place.

Children are kept safe because robust vetting and induction procedures are in place for all staff and students. Therefore children are protected from abuse or neglect. All staff attend training and appropriate policies and procedures are in place. Senior staff take a lead role for child protection and all staff are aware of the signs to look for and the procedure to follow.

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

The provision is good.

The nursery has two main play rooms and children are grouped appropriately according to their age and stage of development. Therefore they feel comfortable and secure. Children take part in a broad range of well-planned activities in all areas of the nursery and have opportunities to play all together outdoors. Children show great warmth and affection towards the staff, with staff reciprocating appropriately. Parents have a clear understanding of how the key worker system operates and are comfortable to approach their child's key worker and other staff for an exchange of information.

Children under two years are very well supported by staff as they develop their independence and confidence. Younger babies are bottle fed sitting on the lap of their key worker, offering lots of interaction and comfort. Older babies sit in a group in high chairs for their meal, discovering finger foods and beginning to feed themselves. They are stimulated and fascinated as they respond to musical toys and explore in the ball pool. Babies and toddlers begin to develop their creativity and imaginations as they have easy access to mirrors and areas for free drawing. As they play outside with older friends and siblings they are fascinated with the water play, pouring and slashing. They are offered new experiences exploring grass and sand. Children benefit from the knowledge staff have of them and good use is made of the 'Birth to three matters' framework for effective planning and assessment.

Primary school aged children attending out of school and holiday club are happy, confident and settled in the nursery environment. They take responsibility for their own belongings, with quiet reminders from staff not to forget anything they need for their school day. They enjoy choosing their own play, often organising a board game with friends, for example, 'Pay Day' and 'Road Block', or completing some art in the creative area. During the holidays the children have an input into daily planning enjoying a vast range of art activities, for example, making masks, mosaic pictures and bubble painting. They also benefit from easy access to the playground for outdoor and physical activities.

## Nursery Education

The quality of teaching and learning is good. Children are progressing well through the stepping stones towards the early learning goals. A high standard of care is offered and therefore children are comfortable and settled in their surroundings. They sit and listen attentively as they complete registration, responding with excitement as staff tell them about the planned activities. Friends share construction equipment creating cars, helping and encouraging each other. Children confidently select their own choice of play, organising themselves in complex activities and therefore learning very well, for example, creating a 'Chinese restaurant' in the home corner. Staff are skilled supporting children in their play, extending their learning effectively, or standing back, allowing children to concentrate and persevere. All the staff have a secure understanding and knowledge of the Foundation Stage. Therefore the children benefit from the comprehensive planning which covers all the areas of learning, and the staff's consistent understanding of what children are learning from play and activities.

Children are developing a respect for each other and property as staff encourage good manners and being considerate to younger friends. They develop some independence as they go to the toilet and wash their hands with very little supervision. However, some opportunities to be independent and learn are missed during routine activities, for example, preparing for lunch and during the service of meals. Children have a busy routine and behave well.

Children benefit from a comfortable book area with a wide selection of books. Therefore they are learning to enjoy books and to understand how to use them. They sit quietly after lunch listening to the group story, 'Winnie the Witch'. Speaking and listening skills are a priority and children chat confidently about starting big school and their families and home. They develop early reading and writing skills observing the clear labelling around the pre-school room and as they use their name cards. Older children write their names clearly with well-formed letters, labelling their art work.

Effective displays in the maths area ensures that children are becoming familiar with numbers, for example, a number mobile. Children develop an understanding of calculation as they measure themselves on a height chart, comparing sizes. They have fun singing songs that introduce the children to simple sums and they learn about shape as they use an appropriate computer programme. Children sort and match and recreate patterns in many activities, including threading and collage. Opportunities to extend learning in routine and planned activities are sometimes missed.

Children benefit from a wide range of opportunities to observe change and growth, for example, preparing and making their own sandwiches and planting and caring for sunflowers. Regular trips to the village to visit the library and the market ensures that the children develop a good understanding of their locality and culture. They are interested and excited as they celebrate different cultures and religions. Parents help with ethnic cookery and food tasting. Excellent progress is made using the computer. Children improve their skills with the mouse as they draw and complete appropriate challenging programmes. They are able to print their work with very little supervision and are justly proud of their achievements. Children solve problems effectively as they assemble models using recycled materials with a variety of tools and equipment. They learn to use reference books as they find out about the lifecycle of the frog and then develop their learning further by creating a pond environment in the home corner, including models of lily pads and large paintings.

Children enjoy regular opportunities to express themselves through music and movement sessions. They listen to music and discuss their feelings. This learning is consolidated by effective posters and pictures which display facial expressions of different moods. They are focused as they study their faces in a mirror and then complete a self-portrait. Children choose from a variety of materials and equipment to complete art activities including collage and printing. They are able to use their imaginations freely in the well-resourced home corner, which is adapted very successfully to reflect the current theme, for example, a baby clinic and a ferry port.

Activities are evaluated and children's achievements and progress are observed constantly and recorded. Tracker books, including pieces of work and photographs, show clearly the progress children are making through the stepping stones. Observations are used well to plan the next steps for a child's learning. Staff are experienced at adapting learning to meet the needs of the individual child, ensuring that children with special educational needs and children who speak English as an additional language are given appropriate consideration.

Staff praise and encourage the children to try many activities. The individual attention children receive and stimulating environment ensures that the children make good progress.

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

The provision is good.

Children develop positive attitudes to others following the good example set by all the staff. They learn about their local community and the wider world through interesting projects, for example, festival celebrations and visits around their local village area. There are strong links with the school. Children use a broad range of play resources, pictures and posters that show positive images of culture, ethnicity, gender and disability, effectively developing their knowledge and understanding of wider society.

Children are highly valued as individuals, with staff knowing the children and their families well and constantly exchanging information with parents. The key worker system enables parents to contribute to the initial assessment of their child and encourages strong relationships. Children's progress and achievements are observed and recorded during the daily routine ensuring their developing care and learning needs are met well, for example, individual planning. Staff have experience of children with special educational needs and there are comprehensive arrangements in place to meet their needs. Children are encouraged by staff to take turns, share and to be considerate and helpful and therefore the children's social, moral, spiritual and cultural development is fostered. They begin to understand right from wrong through the consistent boundaries being set and the age appropriate methods staff use to manage behaviour, for example, distraction and explanation. Children respond positively to the praise offered and their self-esteem is enhanced.

The partnership with parents and carers is good. Children benefit from the strong, open relationships between parents and staff, effectively developing the involvement of parents in all aspects of their child's care and learning. Parents appreciate settling-in procedures and opportunities to attend the 'Open Afternoon', increasing their confidence in the setting. They are happy with the easy access they have to staff and the open door policy at the setting. The informative notice boards, including planning and menus, ensures that parents are very well informed about all activities their children are completing. A monthly newsletter is produced. Parents appreciate their child's daily diary and Tracker Book, giving them a comprehensive overview of their child's learning, development and daily events.

## **Organisation**

The organisation is good.

The welfare of the children is the highest priority in the nursery and all staff work as a team to meet all the needs of the children. Babies and children, including those needing extra support, receive a lot of individual attention because the ratios of staff to children are always maintained. The organisation of the play areas ensures that all the children have plenty of interesting play space indoors and outdoors, with easy access to equipment. Children are comfortable and confident as they are cared for and learn well within the flexible routine.

Leadership and management are good. Staff are encouraged to complete short courses and add to their qualifications, ensuring an up to date knowledge of developments in early years, for example, child protection training. Students are welcomed into the setting. Staff display a thorough knowledge and understanding of the Foundation Stage and are becoming more confident in the use of 'Birth to three matters' framework.

Effective procedures and policies generally support the staff in working very successfully in partnership with parents and carers. Children benefit as their family are welcomed and involved with the life of the setting. The team work of the management and the staff ensures that children thrive in the caring and stimulating environment. Overall the range of children's needs are met.

## **Improvements since the last inspection**

Following the last inspection the setting was asked to review the special needs statement and to look at arrangements for adult seats for baby feeding. It was also asked to consider storage in some areas of the nursery.

The special needs statement and policy is now clear and comprehensive, ensuring that parents receive appropriate information. Feeding young babies is a comfortable experience as padded high chairs are available for staff and parents if they are needed. The storage of equipment used for the children and cleaning is constantly under review and storage is generally appropriate, removing safety risks to the children.

## **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 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):

- ensure parents complete consent forms in full with particular reference to permission for emergency medical treatment
- monitor carefully the storage of generic medication supplied by parents.

### **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):

- develop the organisation of lunch time to enable children to help with routine activities and develop independence skills
- continue to develop good teaching strategies so all staff extend and develop all learning opportunities.

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)