



## **Beeches Day Nursery**

Inspection report for early years provision

**Unique Reference Number** EY298273  
**Inspection date** 15 July 2005  
**Inspector** Jane Pamela Berry

**Setting Address** The Beeches, St Anns Road Prestwich, Manchester, M25 9LD

**Telephone number**

**E-mail**

**Registered person** Denise Debra Walton

**Type of inspection** Integrated

**Type of care** Full day care, Out of School 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*

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## 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Beeches Day Nursery has been registered since January 2005. It is a privately owned day nursery and is situated in the Prestwich area of Manchester. The nursery is close to amenities, such as Prestwich town centre, the Library, local primary schools and St Mary's park. There are links with public transport including the metro-link and the local bus services.

The children have the use of all facilities on the ground floor which consist of 4 play

rooms, a large entrance, a kitchen and associated facilities. There are five children's toilets; one toilet is designated for use by the older children to provide for their privacy and dignity. Staff facilities are available on the first floor of the premises.

The nursery is registered for 45 children altogether. The nursery provides care for 39 children under 5 years of age and at the time of the inspection a variation was processed to facilitate a holiday club for children aged 5 to 8 years. There are currently 30 children on roll of whom 8 are funded 3 and 4 year old children. The nursery has 4 children with additional needs identified.

The nursery has seven staff employed to work directly with the children. All of whom hold a recognised qualification in childcare and education. The proprietor is also directly involved in the day to day operational aspects and works alongside the staff in the setting. The nursery has established links with the advisory teacher from the Early Years Team in Bury.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

The children generally enjoy healthy meals and snacks, such as fruit and vegetables being included in the menu plans. They are sometimes encouraged to eat healthily, through well balanced and nutritional meals, however this is not always the case, resulting in the children receiving mixed messages about the foods that promote their healthy growth and development. The newly introduced health promotion scheme is helping raise children's awareness of what makes them healthy, for example a child describes her strawberries at snack time. Children's individual preferences and specific dietary needs are considered and respected. The children are encouraged to pour their own drinks occasionally, for example during a café style snacks activity. There are however limited facilities for the children to learn self help skills, for example eating with knives and forks. This does not assist the children to develop their physical co-ordination and confidence at mealtimes.

The equipment is cleaned frequently to ensure that it is suitable for the children's use. The spread of infection is suitably controlled through hygiene routines and practices, for example the toys are washed and disinfected after being used, and thus children's needs are accommodated. The equipment is well maintained and is of high quality for all the children, for example suitable natural materials are readily available for the babies to explore through their senses. This assists their development and learning, and is very therapeutic for young children. The environment is clean and hygienic for the very young children in the baby room, thus minimising cross infection.

There are very good opportunities for children to play outdoors, such as exercising their large muscles as they ride, climb and balance on a varied and interesting selection of equipment. Children are learning about the effects of exercise on their bodies as they listen to their heart beating following exercise.

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

The provision is satisfactory.

Children benefit from well organised systems, such as the vetting procedure and the supervisory arrangements that are securely in place. Arrivals and departures are well managed, resulting in children being safe and well cared for at all times. Children have ample space and the environment is organised very effectively, thus meeting the needs of all the children. There is a varied range of high quality furniture, toys and equipment thus meeting the children's individual care needs.

Children are protected by staff having an awareness of health and safety issues, although potential risks were identified, for example the mobile heater is within children's reach. Risk assessments have yet to be developed for both the indoor and the outdoor environment, this leaves children vulnerable. Staff update themselves on the local child protection procedures and these are prominently displayed. The procedures for concerns regarding staff have yet to be included in the child protection policy and some staff are to update their training in this area. The arrangements to evacuate children in an emergency are satisfactorily in place, although more frequent practices are required in order for the children and staff to participate confidently.

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

The provision is good.

The provision for care is good. Staff are beginning to embrace the Birth to three matters framework and implement many sensory experiences, which are good for very young children. Most staff have yet to access the training for working with the under threes which sometimes has an impact on the consistency of care for the toddlers. Effective relationships are promoted, through quality interactions as the children play, such as key staff talking and listening to the children. Staff are very caring and considerate, assisting and encouraging the children to try new and different experiences, although on the day of the inspection the role-play area was not accessed and this was overlooked by the adults working with the children.

Children behave well and are very settled. They are developing concepts about 'right and wrong' and accepted codes of behaviour as they play with their friends. Children are happy and enjoy the various good quality indoor and outdoor play facilities. They have many opportunities to explore with their senses and move around the room freely, enhancing their investigative and decision making skills. The children all enjoy good access to books and stories. Children of all ages are learning about growth through activities that are interesting and are based on fun and enjoyment, for example as they talk to staff as they watch carrots sprout and grow.

### **Nursery Education**

The quality of teaching and learning is satisfactory as the use of skilful questioning during play is not used to the maximum potential. This does not extend the children's thinking and reasoning skills effectively, for example adults helping to extend children's understanding of number by adding one on and taking one away

spontaneously during play. The children however are learning mathematical language as they count through rhymes and stories. Children enjoy a varied and interesting range of physical, imaginative, creative and exploratory play opportunities, which enhances their development as they mix hues and colours. They are also learning about different lifestyles and the needs of others, such as sharing equipment. The children see print around the environment, although sometimes this is confusing as lower case letters are not used consistently in displays. They enjoy books and story sacks that are readily accessible and are of interest to them. There are many good opportunities for the children to practise and develop their emerging skills through the accessible materials which support their learning, for example cutting with scissors and counting the spots on their ladybirds. Children have good access to technology, using electronic toys and the computer. They are developing an understanding about weighing and measuring, such as the big bear being heavier than the little bear.

The level of challenge is varied and interesting and sustains the learning needs of most, but not all of the children attending. The children's emotional development is well fostered, through close key worker relationships. This has positive effects on the children's motivation and attitudes to learning. Children assume responsibility for their personal care; however the attention given to the development of children's independence is insufficiently promoted. Opportunities for children to work in small focus groups are limited, for example extending opportunities for children to practise their emergent writing skills in child initiated play, like being encouraged to write letters as they play in the sand. Children use their imagination during play and have good opportunities for music and dance, although these opportunities do not stretch the more able children enough. The educational provision is however sound and the children are making steady progress with their learning in all aspects of the curriculum.

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

The provision is satisfactory.

Children are learning about different lifestyles through a range of toys and activities, including equipment that reflects positive images of gender, race, culture and disability. Children have access to activities that raise their awareness of cultural differences such as tasting different fruits.

Children have good relationships with each other and the staff. They play both independently and in groups and are free to follow their personal interests, thus developing their confidence and self esteem. They have opportunities to make choices and to develop their decision making skills. The children are confident, happy and secure, and demonstrate a good understanding of the routines. The children with identified special needs are making satisfactory progress, although the systems to support these children are under developed. The children's self esteem and confidence is promoted through the effective use of praise and encouragement, as staff engage with and support the children. The children behave very well and co-operate with their peers as they play harmoniously in the setting. The children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents and carers is good. Parents are consulted ensuring the children's needs are met through the regular verbal exchange of information and the good relationships that exist between parents and staff. They receive information in the form of a daily diary on their children's routines; however communication regarding children's progression through the stepping stones is under developed. Children benefit from key staff observing them at play and recording their interests, although this is not satisfactorily in place for all the children attending.

## **Organisation**

The organisation is satisfactory.

Leadership and management is good. The newly established management team contribute effectively to the development of quality services being provided to the children and their families. The high ratio of staff enables the care provided to promote children's well being. The policies are all satisfactorily in place, providing clear expectations of all parties concerned in children's welfare. Children's needs are established through the systems that are currently in place to record and share information with parents. Records are well maintained and are updated on a frequent basis, ensuring easy and safe access, and taking account of confidentiality issues.

The nursery is relatively new; having only been operational for five months, therefore the documentation detailing the children's progression through the stepping stones is in its infancy. The systems in place for tracking the progress children of all ages are making have yet to be developed, although good use of observations are noted. These systems are currently under review in order that they are used effectively with the children. This has an impact on the planning for children's interests and learning, particularly for the children identified as having special educational needs. The provision however meets the overall needs of the children for whom it provides.

## **Improvements since the last inspection**

Not applicable

## **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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## 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):

- extend the child protection policy to provide a procedure for allegations against staff and conduct written risk assessments for all areas used by the children, in order to minimise potential hazards
- continue to improve the staff's understanding of the holistic needs of children, for example by using assessment to inform future planning, in order to support children's progression through the Birth to three framework and the stepping stones.

### **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 skills of all staff in supporting children through effective questioning as they work alongside the children
- develop the systems in place to support the children particularly those identified as having special educational needs under the Code of Practice, for example through individual education plans and consultation with parents and other agencies.

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