

# Beach Babies Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY285216
<b>Inspection date</b>	15 November 2007
<b>Inspector</b>	Emma Bright
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<b>Registered person</b>	Beach Babies 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?

Beach Babies Ltd. is privately owned by Tracy Hutchison. It opened in 2004 and operates from a purpose-built building in the village of Landbeach. A maximum of 33 children may attend the nursery at any one time. The nursery is open five days a week from 08:00 to 18:00 for 51 weeks of the year. All children have access to an enclosed outdoor play area.

There are currently 58 children aged from four months to four years on roll. Of these, eight children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 14 staff. Of these, 11 hold appropriate early years qualifications and two are currently working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn about leading a healthy lifestyle through everyday, practical experiences. They run around and exert themselves outdoors in all kinds of weather and learn the importance of regular fresh air and exercise. Children develop good physical coordination as they pedal their tricycles, jump in the puddles and run around freely in the rain. Younger children excitedly push their 'babies' in small pushchairs and babies are wrapped up well so that they can enjoy playing in the sandpit. This helps all children to develop good muscle control, feel relaxed and develop a sense of overall well-being. Good routines for sleep and quiet times are in place, which means that all children are well rested.

All children are very well nourished; they tuck in enthusiastically to a healthy range of meals and snacks, and they enjoy the social occasion that meal times provide as they chat with staff and their peers. Well planned menus provide balance and variety which ensure that children's nutritional needs are well met. Staff are clear about babies' dietary needs as they gather information from the parents, for example, when babies are ready to be weaned onto solids. This ensures that babies' nutritional needs are safely met. Children's individual dietary needs are met as very clear information is gathered from parents about allergies or special dietary requirements and this ensures children can eat safely.

Children effectively learn about personal hygiene through regular routines such as washing their hands before eating and after using the toilet; they explain they do this 'because of germs'. Children are well cared for if they become unwell or in the event of an accident because clear information is gathered from parents and records are in place to make sure that appropriate care is given. Accurate details of children's medical needs are recorded and all staff are aware so that they can act swiftly in an emergency. Thorough recording systems ensure that parents are well informed of any accidents their child sustains whilst at the setting.

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

The provision is good.

Children's safety is enhanced by good security procedures to restrict access to the setting and prevent them from leaving the premises unaccompanied. Risks are identified and minimised, which means children move around freely and safely because staff are particularly vigilant in their supervision of children to ensure their safety. Detailed safety policies and procedures are clearly implemented by staff, for example, documents are in place to record any existing injuries or concerns, which ensure children remain safe.

Children move freely indoors, accessing equipment and activities independently to follow their own interests. Emphasis is given to making sure that the environment is welcoming and well prepared with a range of activities, which stimulates children's interest and enhances their development. Resources have been carefully selected to support children and babies' play; they are cleaned and checked regularly to ensure that they remain safe and in good condition.

Risk assessments and daily checks by staff further promote children's safety. Thorough safety policies and procedures are clearly implemented by staff to ensure that children remain safe, such as regular fire drills to help children know what to do in the case of an emergency evacuation of the premises. Children are well protected and kept safe from harm as all staff

have a clear understanding of their role in child protection. They attend regular training in child protection to ensure their knowledge is up-to-date and a designated person ensures that any concerns are dealt with effectively, so that children's welfare is fully safeguarded.

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

The provision is good.

All children enjoy their time at the nursery and they separate happily from their parents and carers, settling into their activities readily on arrival. They are confident and play happily together, enjoying warm and affectionate relationships with the staff who are sensitive to their needs. This contributes to the children's sense of belonging and helps to develop their confidence and self-esteem. Young children explore play dough with relish; they roll, pat and pinch the malleable material and use cutters to make shapes, examining the patterns they make. Although a rich learning environment is available, some activities and resources do not always enable children to fully benefit from it to extend their independent learning.

Practice in the baby room is excellent; babies benefit from an interesting and stimulating range of practical activities that follow the 'Birth to three matters' framework. They are becoming independent learners because staff make sure that equipment and materials are easily accessible so babies explore and experiment. For example, babies help themselves to pencils and thoroughly enjoy making marks on paper. This means they develop their individual skills and interests. Babies form good relationships with staff who are sensitive to their needs. For example, babies' early communication skills are developing through warm interaction with the staff who listen and respond positively to their talk. Babies' well-being is enhanced by the high level of communication between staff and parents and this ensures their individual needs are met.

#### **Nursery Education.**

The quality of teaching and learning is good. Children benefit from practitioners' sound understanding of the Foundation Stage and the practitioners know how the activities they provide contribute to children's progress. Detailed planning is in place, which provides a range of interesting activities and experiences that cover all areas of learning. Good systems to observe, monitor and record children's achievements ensure that staff build on what children already know and they plan experiences that help children take the next step in their learning. As a result, children are making good progress towards the early learning goals.

Children's independence skills are developing well; they demonstrate pride in their achievements as they tackle tasks for themselves saying 'I'm going to do that all by my own'. Children's behaviour is good and they take turns, such as when negotiating for resources, readily sharing them with others. They are developing good listening skills as they competently follow simple instructions to carry out small tasks. Children are confident communicators; they initiate conversations with each other and adults, using a wide range of vocabulary to express their ideas and talk about what they know. Children's early writing skills are developing well as they use marks readily to represent their ideas. They understand that print carries meaning and they attempt to write for different purposes. For example, children make marks in the 'accident book' during role play and add to their individual diaries alongside staff or their parents' written comments.

Children are developing a good understanding of numbers, counting and calculation. They use numbers during their play and in everyday routines; they request a turn in 'two minutes' and they know how old they are, demonstrating on their fingers how old they will be next. Children

use mathematical language to describe capacity and they competently label simple shapes. They sort objects for size and shape and competently label colours as they group them together. Children have good opportunities to develop their technology skills as they competently use the computer and a range of appropriate programmes.

Children are beginning to understand the effect that activity has on the body; they comment that they are 'really hot from running around'. They become explorers in the garden and experiment making 'thick sand' by mixing mud and sand together. Children explore their creativity in art and craft; they freely paint their own pictures and build complex structures from a variety of materials. For example, they construct a 'Star Wars walker' complete with wheels and complicated ladders attached to trucks. Children enjoy role play; they pretend to be doctors and nurses wrapping bandages around 'poorly arms' and administering 'injections' so 'you get better'.

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

The provision is good.

Children benefit from the setting's strong emphasis of working with parents and carers. Parents receive clear and detailed information about the setting through newsletters and e-mails so they know about activities and events. Clear, written daily records are shared between staff and parents, and this ensures parents have additional information about their child's day. Children's individual needs are met very well. Staff value and respect children as individuals and develop very good relationships with parents, which contribute significantly to children's well-being in the nursery.

Children's spiritual, moral, social and cultural development is fostered. Their behaviour is good and they work together cooperatively, such as helping one another to tidy up. Staff act as good role models, using positive language to reinforce the rules of the setting. All children enjoy opportunities to mix with each other, which helps to promote harmony and understanding between different age groups. For example, children praise each other's efforts commenting 'Well done. That's beautiful'. Appropriate systems are in place to welcome children with learning difficulties and/or disabilities.

The partnership with parents and carers of children in receipt of early education is good. Parents receive information about the setting's activities so that they know about their child's day and their child's records are available on a regular basis. Parents know that they can view their child's records at any time and meet regularly with staff, which means they are informed of how their child is progressing and developing. However, parents have fewer opportunities to support their child's learning at home. This means that children do not benefit from the sharing of activities with their parents that would further enhance their learning.

### **Organisation**

The organisation is good.

Children benefit from a welcoming and attractive environment where they can move around safely and independently. They are happy and content because staff develop caring relationships with them. Staff work well together as a team, and demonstrate enthusiasm for creating a learning environment that stimulates and interests all children. Policies, records and procedures are clear and comprehensive, underpinning the good practice in promoting positive outcomes for children. However, some documentation is incomplete. Staff regularly attend a range of

training opportunities, which means that children benefit from practices which are in line with current ideas and legislation.

Effective recruitment procedures ensure that the staff have suitable experience and the necessary qualifications to carry out their role. All staff are rigorously vetted to ensure that they are suitable to work with children. The induction procedure and detailed operational plan, with up-to-date information for staff, makes sure that all members of the team are secure in their knowledge of their roles and responsibilities. However, the system for monitoring hygiene procedures in the baby room is not fully developed, which potentially affects children's health.

The leadership and management of children in receipt of funding for early education is good. The lead practitioners are very dedicated and demonstrate a real commitment to continually developing the setting's practice to ensure that all children have access to high quality learning experiences. Staff ensure that all parents have regular opportunities to discuss how their child is progressing through parents' meetings and written information. Children benefit from the staff's sound knowledge and understanding of how children learn; their ongoing commitment to further training to update their knowledge and practice and regular meetings enable staff to work effectively as a team. Overall, children's needs are met.

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

At the last inspection, the provider agreed to ensure that vehicle documentation, public liability insurance and written parental consent to transport children in a vehicle are in place. The provider also agreed to ensure the premises are secure. All documentation is in place and readily accessible on the premises and security has been improved to ensure children cannot leave the setting unaccompanied. This means children's safety and well-being is assured.

### **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:

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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):

- improve the system for monitoring hygiene procedures to ensure staff are aware of the importance of good hygiene practice in the baby room
- review and update documentation to ensure that the written procedures for complaints, and lost and uncollected children are complete.

### **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):

- continue to develop the learning environment so that all children benefit from the rich learning experiences, and older and more able children are consistently challenged (this also applies to care)
- continue to develop opportunities for parents to be involved in their child's learning.

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