

Beechwood Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY272702
Inspection date	26 October 2007
Inspector	Sylvia Cornock
Setting Address	7 Plymyard Avenue, Bromborough, Wirral, Merseyside, CH62 6BQ
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Registered person	Treetops Nurseries Limited
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 inadequate - notice of action to improve. The registered person does not meet 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?

Beechwood Private Day Nursery is one of 18 settings owned and managed by Treetops Nurseries Ltd. It opened in 2003 and operates from a detached house, using three rooms on the ground floor and one room in an adjacent building in Bromborough, Wirral. There is access to a secure outdoor play area. The nursery operates from 08.00 to 18.00 Monday to Friday all year round.

A maximum of 68 children aged from birth to five years may attend the nursery at any one time. There are currently 77 children on roll. Of these, 16 children receive funding for nursery education. The nursery supports children with learning difficulties and disabilities. There are no children who speak English as an additional language.

The nursery employs 11 members of staff and one manager who work directly with the children. Of these, eight hold appropriate early years qualifications and one member of staff is currently undertaking a childcare qualification.

The setting receives support from a local authority pedagogue and they are members of the Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children are cared for generally in a healthy and hygienic environment. Most staff are vigilant about children's safety and hygiene and have thorough procedures and routines to ensure all areas are clean and hygienic. However, on occasions some staff do not follow hygiene procedures such as, not cleaning the nappy changing mat between changes and serving food to babies with their fingers in the food bowls. This compromises children's health and well-being. Older children are very well aware of the need to wash their hands before and after certain activities, such as after using the toilet or before meals. Staff complete these tasks for younger children using wet wipes. Children within the nursery are encouraged to think about keeping themselves healthy and safe through specific activities, such as, physical dance and music and movement sessions. Children within the nursery consider healthy eating as they look at foods and what is good for them. A detailed sick child policy and procedure ensures staff are alert to children who might be feeling unwell and that any necessary arrangements are made. Accidents and medication administered are recorded appropriately and parents signature obtained against the entry. This promotes children's health and well-being.

Children's healthy eating throughout the nursery is well promoted through the provision of healthy snacks and meals throughout the day. Meals are freshly cooked each day and offer the children a balanced diet. Children learn the importance of healthy eating through a range of activities, looking at the different healthy foods and through discussion. Younger children in the nursery are offered regular drinks throughout the day and children in the pre-school can access drinking water throughout the day promoting children's good health and overall development.

Children's physical development is promoted well. Children have daily access to a range of physical play activities. Staff make use of the outdoor areas to provide a range of activities which enables the younger children to develop their small and large skills extremely well. However, the opportunities for the older and more able pre-school children to develop their large physical skills is limited. Younger aged nursery children climb, balance, travel over, under and through the selection of apparatus or equipment provided for their age range. Children across the nursery are developing competent small physical skills through access to an extensive range of equipment and activities. Older children competently use scissors, a variety of craft materials when being creative, writing materials and a variety of construction equipment.

Staff have a good understanding of the 'Birth to three matters' framework. This framework is used to plan and carry out activities for this age range. Long, medium and short term plans are devised and involve the children in stimulating and suitable activities.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety and welfare is promoted in respect of the premises because good procedures are followed in a planned and generally organised environment which is conducive to their learning, development and enjoyment. Children are cared for in rooms that are organised according to age, they are set out and prepared prior to the children's arrival. All children who attend the provision access a variety of activities and opportunities on a daily basis which are supported by appropriate resources and equipment. Children enjoy a range of activities within

the safe outdoor play space. This space is well used and the children enjoy the range of different play experiences throughout the day.

Children are developing competent independence skills as they self select toys and equipment from those on offer. These resources are well used and continually built upon by the registered provider to support a programme of themes and activities. Children are able to explore and develop specific skills because staff give appropriate support and interaction. There is a routine to regularly clean and replace toys and equipment.

Children are cared for within a generally safe and secure environment because there are satisfactory safety policies and procedures in place. Staff are diligent in providing a safe environment through the use of suitable safety equipment. Risk assessments to identify any hazards are carried out on a regular basis on all areas used by children; this promotes children's safety. Children learn to keep themselves safe through discussion with staff and the experience of emergency evacuations practices of the premises

Children's safety and welfare is not adequately promoted in relation to staffs awareness and understanding of the policies and procedures to be followed regarding child protection. Some staff know who is the designated member of staff with responsibility for child protection issues, and have read the policy and procedure document. However, it does not include the telephone number for the local police, and staff are unclear about the procedure they would follow in the absence of the designated person. This compromises children's safety and well-being.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children access and benefit from a range of planned activities and opportunities which satisfactorily promote their learning, overall development and enjoyment. Younger children are offered good opportunities which are planned by qualified and experienced staff. They understand the value of the 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage' and use these effectively to provide satisfactory care and education.

All children arrive happily and are greeted by staff with a warm welcome. Staff communicate and interact well with all children and as a result children are actively engaged in purposeful and challenging activities and are becoming competent learners. All children across the provision enjoy the planned activities. A range of resources are well used to promote a variety of play experiences for the children; for example, children use a variety of textured materials as they engage in art and craft activities, painting and water play.

Nursery Education

The quality of teaching and learning is satisfactory. Children enjoy a varied range of stimulating and exciting activities and experiences. Children are well supported in their development across all areas of learning. The very good relationships with one another and adults promote a good understanding of the need to share and take turns. Children show care and concern for each other, they cooperate well and help each other within their group. They have well developed independence skills as they are able to deal with personal tasks, such as putting on and taking off dressing up clothes and getting themselves ready for playing outdoors.

Children are becoming confident communicators as they engage in conversations with one another and the adults who care for them. They use an extensive vocabulary during their

conversations describing what they saw at the zoo and what they need to do to keep warm in the autumn sunshine before playing outside. Children enjoy and listen well to stories read to them by staff and confidently describe the different parts of the story. They are able to access a selection of books independently and to read to one another. Through good staff interaction, children are developing good language skills and are becoming skilful communicators. Staff working with the children respond well to children's questions and suggestions.

Children are confident when using their mathematical vocabulary and skills in planned activities. For example, they are able to easily count the number of children who require cutlery at lunch time. They understand shape and position during a focused mathematical activity, looking at different items in the maths area, such as shells using appropriate language to describe, big and small. They use scales and jugs in their baking sessions. This enhances children's understanding of weight and measurement.

Children engage in a range of themes and activities that help them to consider the wider world and the world they live in. They celebrate festivals and on occasions taste different foods from around the world. This enhances their understanding of the world and the environment around them. Children engage in activities that look at nature; they go for walks into the community and local environment, where they visit the library and post letters in the post box. They enjoy bus rides to the supermarket and have visits from people who help us, for example police and firemen with the engine. They enjoy helping others through raising money for Age concern. Children talk about what they can see as they have daily outside play and view the immediate surroundings. Children competently use a variety of technological equipment including a computer.

Children's physical development is satisfactorily supported by the range of smaller equipment that the children can access, however, the older more able children do not have the opportunity to use larger climbing and balancing apparatus or equipment to further develop their large physical skills. They competently use a selection of wheeled toys as they weave in and out, they throw, catch balls and run in the outside area. Children's creative skills are very well developed as they use a range of art and craft materials, as evidently shown by the displays on the wall. They enjoy using the musical instruments at music time. Children's imagination is developing extremely well through role play, which is regularly changed.

Activities are very well planned by the room supervisor to include a range of interesting activities across all areas of learning for the children. The supervisor is highly motivated and committed to providing children with good quality activities and experiences. Long, medium and short term plans show the themes and activities which cover all six areas of learning. However, the use of some staff members who do not have the knowledge and understanding of the curriculum for nursery education and how the planning of activities develop children's learning is not appropriate to ensure consistency for children's learning. Regular and permanent staff monitor and record spontaneously and during focused activities children's progress and achievements. This information is used to formulate children's profiles, and used to inform future planning and to identify the next steps for individual children's learning.

Helping children make a positive contribution

The provision is satisfactory.

Children's equality of opportunity is satisfactory across the whole provision. Their individual needs and circumstances are known and provided for by staff. Children within the nursery are developing an understanding and awareness of their own environment and that of the wider

world. This aspect of their learning is organised through various activities, for example, the celebrations of different festivals and cultural activities as they access a range of resources which promotes their understanding of diversity well.

Children's behaviour is good, because staff are very good role models, showing respect and consideration for children, each other, parents and carers. Children receive lots of positive praise and encouragement for their efforts, attempts and achievements, aiding the development of their self confidence and self-esteem. Children are polite, share, take turns and cooperate with one another. Older children help at meal times as they give out the cutlery and hand their friends their lunches. Staff work together well as a team and interact effectively with children. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Children benefit from the partnership between parents and carers. Children's development and achievements are celebrated and shared with their parents on a regular basis. Informal discussions upon collection of children, written records and daily discussion are used to keep parents and carers up to date with their child's progress and development. However, some parents commented that the written daily sheets for the younger aged children are not always completed, this means that they are not aware of their child's food intake and other care issues. The setting has produced a parents brochure which gives parents an insight and information about the policies, procedures, aims and objectives. However, they are not given good written information about the education provision. Other information is displayed in the entrance area for parents on the notice board. Pre-school children's development, progress, achievements are recorded and parents can request to view these.

Organisation

The organisation is inadequate.

Leadership and management is satisfactory for nursery education. The manager and staff work together to ensure the children benefit from a satisfactory learning environment. However, the deployment of some staff with knowledge of the Curriculum and foundation stage for learning is not consistent. The contingency arrangements is inadequate to cover emergencies, unexpected staff absences, staff breaks, holidays and sickness; resulting in and having an adverse impact on some children's safety, welfare and development.

Senior staff undertake the regular monitoring of the provision looking at staff performance, training and development, activities and the curriculum. A clear recruitment and selection procedure is in place. Staff appointments are followed by a detailed induction which is conducted by a member of the staff team who has responsibility for appointing. Regular staff meetings and appraisals with all staff are conducted ensuring they work in a consistent way across the provision. Training needs are discussed and staff are encouraged to attend appropriate courses. Checks are completed on staff as part of the recruitment procedure; records of individual's clearance under the vetting procedures and confirmation of qualifications are recorded. This promotes children's safety and well-being.

Children's learning and development is supported as a number of staff are qualified and experienced in childcare, education and other areas. Staff are committed to and enhance their skills and knowledge through various training courses. This has a positive impact on children's learning, development and welfare because staff keep abreast of new childcare initiatives.

Children in the nursery enjoy a wide range of play experiences which are organised in the available space, further maximising their play and learning opportunities. All of the mandatory documentation is in place.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to ensure that the premises are adequately maintained and to provide a suitable range of toys and activities, in order to meet the developmental needs of all children. The provider has repaired the leaking roof and maintains the premises to a satisfactory standard and resources have been purchased and replaced. These measures enhance children's safety and helps to meet their developmental needs.

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

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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, the registered person **must** take the following actions:

- ensure that suitable contingency arrangements are in place to cover emergencies and unexpected staff absences and sufficient suitable staff to cover staff breaks, holidays, sickness and time spent with parents.
- ensure that staff are deployed effectively within the premises to ensure the safety, welfare and development of children
- ensure that staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection. Staff are informed of and kept up to date with hygiene procedures
- ensure the nursery complies with the local child protection procedures approved by the Safeguarding Board and ensures that all adults working and looking after children in the provision are able to put the procedures into practice

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- provide parents with good quality information on the six areas of learning and record parents comments of their child's achievements within the home on their profile
- ensure that staff with consistent knowledge of the curriculum for nursery education work with the funded children and are involved in the planning of activities
- provide equipment to enable the older and more able children to extend their climbing and balancing skills and physical development

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