

# Beech Green Nursery/Childcare

Inspection report for early years provision

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<b>Unique Reference Number</b>	101883
<b>Inspection date</b>	05 December 2007
<b>Inspector</b>	Zahida Hatia
<b>Setting Address</b>	Beech Green Primary School, St James, Quedgeley, Gloucestershire, GL2 4WD
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<b>Registered person</b>	Beech Green Nursery/Childcare
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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*

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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Beech Green Nursery and Childcare opened in 1997. It is run by a committee. It operates from the nursery classroom, studio and school hall in Beech Green Primary School, in Quedgeley, Gloucestershire. The nursery serves the local area, and the out-of-school club serves families whose children attend the primary school.

There are currently 64 children on roll. This includes 42 funded three-year-olds and 22 funded four-year-olds. Four children have special needs and the group also supports children who speak English as an additional language.

The setting opens five days a week all year round, except for bank holidays. Nursery sessions are from 09:00 to 12:00 from Monday to Friday, 12:45 to 15:15 from Monday to Thursday and 13:00 to 15:00 on Friday during school term times. Out-of-school club sessions are from 08:00 to 08:50 and 15.30 to 18:00 from Monday to Friday during term times, and 08:00 to 18:00 from Monday to Friday in school holidays.

Twelve permanent and seven supply staff work with the children. Seven have early years qualifications equivalent to NVQ Level 2 or 3. Four staff are currently working towards a

recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is sufficient because hygiene routines are promoted. Children are encouraged to wash their hands before snacks, following messy activities and after using the toilet. Children are beginning to learn about how to keep healthy. For example, staff encourage children to eat healthily and provide them with a nutritionally balanced diet. At snack time they choose from a variety of fruit, such as banana, grapes and apples. However, children wait for staff to prepare the fruit and this can delay snack time. Drinking water is available to children throughout the session. This means that they can have a drink when they are thirsty and begin to meet their own needs.

Staff are qualified in first aid. Children benefit through efficient accident and medication procedures ensuring they receive appropriate treatment when necessary. This is achieved through records which detail any action taken and the care they received. Following administration of medication or a child being involved in an accident parents are asked to countersign written records.

Children receiving funded nursery education are developing skills in manoeuvring their bodies. They have sufficient opportunities and equipment which promotes their physical development. For example, children have frequent access to the outdoor play area where they play football or run around. Friends play together imaginatively using the space around them. For example, two children played excitedly in the school hall at 'follow my leader' and a game of 'chase' steering themselves around balancing beams. This demonstrates they are at ease and confident in their surroundings which supports them in developing their own ideas.

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

The provision is satisfactory.

Children are cared for in a safe and secure environment where staff take a positive approach to safety with the children. The security of the building is well managed. For example, at the school entrance all visitors are expected to sign the visitor's book and then they are escorted to the early years' area by a member of staff. Staff ensure children are not at risk from unauthorised adults by checking identification and operating a strict signing in and out system for all visitors. Health and safety policies are effectively followed by staff and positive steps are taken to promote safety at all times. Daily visual safety checks are undertaken and regular risk assessments are recorded to ensure proper precautions are taken to reduce hazards and prevent accidents. Fire evacuation procedures are displayed throughout the nursery and drills are practised regularly so children know how to get out of the building in an emergency.

Staff offer children a good level of support enabling them to move around safely and freely, accessing a range of safe, well maintained good quality resources which are suitable to the ages and stages of children attending. Resources are organised at child height allowing all children independent access. Older children are learning to keep themselves safe, for example, they are encouraged to help tidy away toys to keep areas free from clutter.

Staff have a sound understanding of the nursery's policies and procedures in regard to protecting children from possible abuse and of their roles and responsibilities.

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

The provision is satisfactory.

Careful attention is paid to ensure that children's individual care needs are identified which means that staff know the children well. Children are treated as individuals and receive sufficient levels of staff support to ensure that they develop independence and confidence. Staff are attentive to settling new or distressed children into the daily routines. This means that children are happy and confident which enables them to benefit from their time at the nursery. Staff use the 'Birth to three matters' framework to plan a range of suitable and interesting activities that encourage younger children to become competent learners and communicators. For example, younger children are encouraged to explore their environment and develop new skills, such as painting with their fingers. Young children enjoy using their imagination to build models, explore the texture of play dough and pasta play and are beginning to build relationships with their peers as they join together in role play. The rooms are decorated with examples of the children's art and creative work which fosters their sense of pride and promotes a sense of belonging.

#### **Nursery education.**

The quality of teaching and learning is satisfactory. Children are confident and demonstrate a sense of belonging because they enter the pre-school room happily and settle into the daily routines with interest. They are forming positive relationships with each other and with adults. Some children initiate interactions with adults and most are confident to speak in a small group. For example, they describe what they are making and talk easily about where they have been with their families, such as a visit to Santa's grotto. Children are learning to manage their own behaviour, for example, they take turns with toys and equipment and keep simple rules, such as helping to tidy toys between activities. They are learning good manners and respect for each other in social settings, such as at snack times. For example, they are encouraged to say please and thank you and hand out cups, plates and food to each other. Children often visit the well arranged book corner when a staff member is present. Most children listen with attention, showing interest and sitting well during the story and circle time activities. They eagerly join in, recognising characters, and saying what happens next, and enjoy the interaction of finding characters and objects in the illustrations. Interesting circle time activities link learning to sounds, for example, children enthusiastically find objects beginning with similar sounds and respond with proud smiles when praised for their efforts and achievements. Some children write their own name and regularly use opportunities, such as the mark-making table or making lists and receipts in the home corner shop, to practise their writing skills.

Children use a satisfactory range of objects and materials, such as paper, string, pasta and natural materials, to create pictures and collages. Children are beginning to have access to a computer within the planned activities. They are learning about shapes and are able to navigate with the mouse to select their choice of software. Children are developing a sense of their own community and their place in it as they explore the local area and visit local shops.

Children are learning to use small tools and resources, such as scissors, glue spatulas and spades, with confidence and skill. However, there are limited planned opportunities for children to develop and practise their physical skills using a range of large equipment. Children are beginning to explore and experiment with texture and space using a variety of media and materials, such

as wet and dry sand, cinnamon smelling play dough for the Christmas festive period and card making. They have easy access to props, such as puppets and dressing up clothes and use these creatively to support imaginary play. For example, the 'reindeer' described why he was too busy to play with his friends because Father Christmas needed his help and others in the home corner explained how they added chocolate to their pretend cake to make it taste better.

Staff have a satisfactory understanding of the Foundation Stage and how children learn. Planning covers all areas of learning and systems are in place to ensure that children's progress is recorded and checked. However, plans do not clearly show how assessments are used consistently and appropriately to inform planning in order to set clear challenges for children's next steps in their learning. Staff know the children well and use effective questions and spontaneous opportunities to help children learn through their play. Children behave well and respond confidently to the consistent good role models displayed by the staff.

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

The provision is satisfactory.

Children's individual care needs are met effectively because care is taken to record all relevant details and information at their time of entry and keep these details up to date. Suitable systems are in place for staff to work in partnership with parents and others to support children with learning difficulties and/or disabilities to benefit from attending the setting. Children are learning about the wider world and their community through activities, such as outings into the local area, and a range of resources which show positive images of culture, ethnicity, gender and disability. This helps children develop a positive sense of themselves and helps them understand the lives of others. Children keep simple rules, such as helping to tidy toys, sharing and taking turns, and respond happily to reminders from staff which means they are learning to manage their own behaviour. Parents are warmly welcomed into the group. They are provided with helpful information and appreciate the regular newsletters that keep them informed of events and changes at the nursery. The setting pays careful attention to any complaints and has established an appropriate procedure to follow.

Children's spiritual, moral, social and cultural development is fostered. They behave well and show concern for each other. They are learning about their community and the wider world and are developing a real sense of belonging and self-esteem.

The partnership with parents and carers of children in receipt of funding for early education is satisfactory. Parents receive comprehensive information about the nursery and its methods of learning. However, the information available to parents of funded children does not clearly outline the Foundation Stage and how children learn. Parents are welcomed at the group and report that they feel involved and included in their children's' development and learning. They are asked to share what they know about their children when starting at the group. However, this focuses upon their care needs. There are no systems established for parents to share what they know about their child's stage of learning and development when they enter funded education. This means that staff cannot build on parents' input to progress children's learning at this stage. Parents are informed that the records for their own children are easily accessible to them at the setting, they receive monthly newsletters and are invited to open sessions twice a year to talk to the staff about their child's progress.

## **Organisation**

The organisation is satisfactory.

Suitable systems are in place for the recruitment and vetting of staff which ensure that all adults working with the children or having access to them are qualified and suitable to do so. New staff undergo an appropriate induction procedure and training is positively promoted for all staff. Staff are careful to establish good relationships with the children and their parents which means they know the children well. Children have confidence to take part in activities and their enjoyment and self-esteem is fostered effectively. Most records and policies to support the safe and efficient management of the setting are in place and accessible to the parents. Overall the provision meets the needs of the range of children for whom it provides.

The leadership and management of early education is satisfactory. The play leader knows her staff well and promotes training and development opportunities for them to keep up to date and continually improve their knowledge and practice. She generally organises staff well on a daily basis to deliver the Foundation Stage. This means that the setting is beginning to evaluate the overall effectiveness of the delivery of nursery education.

## **Improvements since the last inspection**

At the last inspection the group were asked to: fully implement the arrangements for completing a risk assessment of the premises; further develop opportunities to value children's own culture, particularly when they have a minority cultural heritage; and improve some details of written policies and procedures, with particular reference to lost children, bullying and child protection, so that they more fully reflect the National Standards and Guidance. A comprehensive risk assessment procedure has now been implemented and is regularly carried out by staff. Children's cultural heritage is celebrated throughout the setting and integrated into the group's planning. All legally required policies and procedures are now in place and updated annually.

## **Complaints since the last inspection**

Concerns were received in July 2007. These related to National Standard 1 - Suitable person and National Standard 12 - Working in partnership with parents and carers. Ofsted wrote to the provider and asked them to investigate the concerns raised and report back on their findings. From the information received from the provider and the detailed actions taken as a result of the concerns raised to ensure that an incident of this nature does not occur again in the future, Ofsted was satisfied that the National Standards were being maintained. No further action was taken and the provider continues to be registered.

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.

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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):

- ensure that snack times are organised so that children's needs are effectively met

### **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):

- improve staff's use of current assessment systems in order to use the information gathered to effectively inform planning for the next steps in individual children's learning
- ensure that parents have the opportunity to be a part of their child's learning by providing information about the Foundation Stage of learning and ways that parents can support their child's learning at home
- ensure that systems are in place to monitor and evaluate the delivery of the nursery education.

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)