

# Beeches Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY298273
<b>Inspection date</b>	02/03/2009
<b>Inspector</b>	Susan Janet Lee

<b>Setting address</b>	The Beeches, St Anns Road Prestwich, Manchester, M25 9LD
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**Telephone number**

**Email**

<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Beeches Day Nursery was registered in 2005. It operates from a large Victorian property in Prestwich. The setting is run by an individual who is also the manager. The children have access to four playrooms and bathroom facilities on the first floor level. There is also an outdoor play area available. Access to the property is gained at the side of the premises on the ground floor level. The nursery is open Monday to Friday from 07.45 until 18.00.

The setting is registered to provide care for a maximum of 45 children at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 40 children on roll; of these, 12 children receive funding for nursery education. The setting currently supports a number of children who speak English as an additional language. The provision employs nine staff including the manager. Eight staff hold an appropriate early years qualification and one member of staff is currently working towards a qualification.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. Effective policies and procedures ensure the safety and the welfare of the children who attend the nursery. Staff work to provide an inclusive environment for the children and their parents and carers. There is a good working relationship with parents and they are kept informed about their children's daily activities and forthcoming events. Systems in relation to self-evaluation help to identify the setting's strengths and areas for development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop arrangements to gather information from parents regarding children's starting points
- establish links with other settings delivering the Early Years Foundation Stage
- minimise hazards to children outdoors.
- inform Ofsted of any child suffering from a notifiable disease identified as such in the Public Health (Infection Diseases) Regulations 1988.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure information is available in relation to who has parental responsibility and legal contact with the children (safeguarding and promoting children's welfare).

16/03/2009

## **The leadership and management of the early years provision**

Effective vetting and safeguarding procedures help to protect children and safeguard their welfare. However, the setting did not notify Ofsted of a serious illness. Staff work well together as a team and they organise time, space and resources well to meet children's needs. Staff have regard for children's well-being and they attend training to further develop their childcare practices. Most required documentation is in place. However, there is no information available regarding who has parental responsibility or legal contact with the children.

Appropriate systems are in place to monitor the provision. Recommendations from the last inspection have been met. Written risk assessments are now in place and the safeguarding procedure now includes information regarding allegations against staff. Staff have developed skills to support the children by using effective questioning as they work alongside them. Planning and assessment has been improved so that assessment is used to inform future planning and systems have been developed to support children with learning difficulties and disabilities. Future plans for improvement are realistic and appropriately targeted to promote outcomes for the children. For example, the setting is planning to improve the outdoor play area by developing a sensory garden and by developing plans to take the indoor environment outdoors.

The premises are warm and welcoming. Children's artwork, posters, photographs and information for parents are on display, making the environment bright, stimulating and informative for the children and their parents. Staff have experience of working in partnership with parents and other agencies to meet the needs of children with learning difficulties and disabilities. For example, staff adapted the environment to ensure that activities were accessible to children in wheelchairs. Staff are approachable and this helps to create an atmosphere that enables a two-way flow of information between staff and parents. Completed questionnaires and recent 'thank you' cards show that parents are happy with the service provided, levels of care and activities afforded. Links with other settings delivering the Early Years Foundation Stage have not yet been established.

## **The quality and standards of the early years provision**

The children are cared for in small and intimate group playrooms. Resources are labelled and attractively stored at child height. The children are able to freely access toys enabling them to make choices, initiate their own ideas and develop independence. Staff gather some information from parents in relation to their children's starting points. They observe children at play and use this information to chart children's development and to plan next steps in their learning. Each child has a development file which includes written observations, photographs and examples of children's artwork to illustrate children development and enjoyment. Staff deploy themselves well and they support the children in their play and learning. They share warm relationships with the children, who are happy and settled in their care.

The youngest children explore their surroundings with interest. They are able to move around freely to develop their physical skills. Staff follow babies' individual daily routines and this helps to provide a secure and familiar environment. Babies gain emotional comfort as staff provide lots of positive physical contact by means of hugs and cuddles. The children show an interest in toys with flaps and buttons and they handle them and learn how to operate them. The youngsters enjoy making sounds and babbling to interact with staff, who respond in gentle tones to help reinforce early speech patterns.

Toddlers and pre-school children have access to a wide range of resources and activities and they are happily engaged and occupied. The younger children explore sound as they bang on drums and shake bottles filled with a variety of fillings, such as rice, pasta, straws and glitter. Staff talk to the children about which bottles make quiet sounds and which ones make loud noises. The older children are curious and confident characters. They are able to use computer equipment and they work through simple software and programmes with confidence. The children show an interest in the world around them. They go for walks in the local community and look at the different buildings and are able to identify features in the place they live. The children use number language as they play and have opportunities to use problem solving skills to calculate. The children estimate how many spades of sand it will take to fill a container and they are able to add one more to a given number. For example, the children make a register. They count all the children and staff and total to 14. The children forget to include the inspector and add one more to make 15.

The children enjoy and develop their physical skills in the fresh air. They have access to a wide range of outdoor play equipment to help them learn about their bodies and develop control and co-ordination. The younger children also enjoy playing with strands of ribbon. They shake the ribbons so they make rippling patterns and they run with them so that they fly in the air. The older children have fun playing with large pieces of giant bubble wrap. They jump up and down to make the bubbles pop. They make paper aeroplanes and fly them from different heights. For example, from the ground and from higher platforms, such as the top of the climbing frame. The children recently looked at the effect exercise has on their bodies. They listened to their hearts beating faster after physical activity, breathed in and out to relax, and one child said he needed a rest.

Staff apply appropriate strategies to help promote children's social, physical and economic well-being. They actively exercise good hygiene practices to minimise the risk of cross-infection. The setting recently won the 'Golden Apple' award for the provision of healthy snacks. The premises are mostly safe and secure. However, as the children went outside to play, two small pieces of broken glass were accessible to the children on a window sill and these were not noticed by staff. The children develop a sense of belonging. They move around with ease and confidence and play happily with other children. They have access to a range of resources that reflect diversity and celebrate their own and other festivals, helping them to develop an understanding of themselves, each other and the world around them. Appropriate strategies are in place to support children who speak English as an additional language. Staff act as positive role models to the children. They treat the children with care and respect; they are polite and encourage the children to

share and take turns. The children develop a sense of pride and self-esteem as staff praise their efforts and achievements.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met