

Beckermet Nursery

Inspection report for early years provision

Unique reference number	EY382153
Inspection date	20/01/2009
Inspector	Valerie Block
Setting address	Mill Lane, Beckermet, Cumbria, CA21 2YD
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Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Beckermat Nursery was first established in 1976 and was re-registered in a mobile unit on a site next to Beckermat C of E School last year. The setting is run by a voluntary management committee. The children have use of a playroom that is partitioned to give babies a separate area and there is a sleep room adjacent to the baby area. There is also a resource area that is occasionally used by children. There is a secure outdoor area available.

A maximum of 26 children may attend the nursery at any one time. There are 51 children on roll who attend the nursery at variable times. There are 13 children who receive funding for early years education. The nursery is open each weekday from 07.30 to 17.30 throughout the year except for two weeks over the Christmas and New Year period. The nursery also operates a holiday play scheme during school holiday periods and a before and after school club for children up to 11 years of age. The nursery serves children from the immediate and extended rural areas.

Beckermat Nursery employs seven staff who all hold appropriate early years qualifications. The setting is a member of the Pre-school Learning Alliance. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children's needs are met well as each child's unique profile and needs are well understood through good links with parents and other care and education providers to ensure that every child and family is fully included in this welcoming setting. Targets for further improvement have been clearly identified and acted upon to improve practice for the benefit of the children. Some minor weaknesses are evident in the learning programme, self-evaluation systems and risk assessment.

What steps need to be taken to improve provision further?

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

- improve the opportunities for children to increase their self-care skills by encouraging them to regularly access fresh drinking water and further improve opportunities for children to use calculation in everyday practical activities
- review the risk assessment to take account of accessible storage areas in the entrance area and take action to minimise any risk.

The leadership and management of the early years provision

There are a good range of regularly reviewed, detailed policies and procedures, available to parents, that are reflected in daily practice that meet children's needs. Other required documentation is kept well. The setting takes steps to ensure that all families and children are included in the life of the setting. For example, the setting displays at the entrance a list of different phrases in different languages welcoming people to the group. This poster further advises that an interpreter will be made available should this be necessary.

Recruitment procedures are in place to ensure staff suitability and any unchecked persons in contact with the children are closely supervised. Staff appreciate advisors' help and act upon any recommendations for improvement. In the main, the setting is aware of their strengths and weaknesses, although there is as yet no formal system in place to evaluate performance.

Effective methods for sharing information with parents, other appropriate agencies and childcare providers have been established well to meet children's needs. Parents advise that they are very satisfied with their children's overall care and education and think their children are happy and well settled. They are well informed about the work of the nursery and their children's progress.

Children are kept safe as there is a thorough risk assessment in place and the premises are very secure. There is a minor weakness in this risk assessment regarding some unsafe storage in the entrance hall. Key staff have training in child protection procedures and are committed to protecting children from harm.

The quality and standards of the early years provision

Children make good progress as staff understand the early learning goals and have a good understanding of children's capabilities, interests and stages of development. Observation, assessment and planning are used effectively to meet children's individual needs. Very detailed information about children's care needs and individual profiles is gained at entry from the children's parents or carers to assist staff in planning to meet children's needs. Children show a good amount of self-confidence and are keen to learn. The learning environment is mainly well organised to give children freedom to explore an interesting environment, building their self-confidence and self-help skills. Children at present have some access to fresh drinking water at sinks but this is not easy for smaller children.

Staff skilfully help children to begin to recognise the letters of the alphabet using a widely used phonic system in general use in primary schools and they also encourage children to listen to sounds around them to encourage phonic skills. Children are captivated as a well known story is imaginatively read and children are invited to take part as they are asked to remember the story line and key words they have used. Children are encouraged to count throughout the day and to use mathematical principles in their everyday life. For example, the staff at snack time encourage children to consider how many plates and cups are needed

at their table. There are, however, few examples of problem solving in children's everyday play. Outside play is encouraged in all weathers and children enjoy dressing themselves with varying levels of support and choosing from a variety of outdoor play opportunities, including learning to use pedals on cars and to manoeuvre bikes. Staff help children to value diversity as they have ensured there are many toys available to children that show positive images of diversity.

Children learn to take responsibility for their health and safety as they are reminded of the need to wash their hands after using the toilet and children confidently can explain that this is to remove germs that could make them feel ill. Children eat healthy balanced meals and are encouraged in a kind way to try new tastes. Babies are diligently and warmly cared for by regular staff who communicate very closely with parents to ensure that babies are settled. Children are kept safe from cross-infection as the premises are kept very clean and there are safe procedures in place, such as nappy-changing procedures. Children's future economic well-being is enhanced as the setting provides a variety of equipment to promote children's understanding of information technology, such as computers linked to the internet and CD players. The children are very well behaved and need little reminding to be polite to one another and to show care for other people. Older school aged children are kept safe as there are safe arrangements for collection and delivery. They enjoy an interesting programme of activities, such as learning about and trying out different musical instruments.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
How well are children safeguarded?	2

Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.