

# Beechwood Childcare Southam Nursery

Inspection report for early years provision

---

**Unique reference number** 200502  
**Inspection date** 03/03/2009  
**Inspector** Aileen L King

**Setting address** Southam St. James C of E Primary School, Tollgate Road,  
Southam, Warwickshire, CV47 1EE  
**Telephone number** 01926 815 155  
**Email** beechwood@blueyonder.co.uk  
**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

Beechwood Childcare Southam Nursery, is one of five settings run by Beechwood Childcare limited in the Midlands. It opened in 2000 and operates from self-contained, purpose-built premises within the grounds of Saint James Church of England Primary School, Southam, Warwickshire. A maximum of 27 children may attend the setting at any one time. The provision is open each week day from 08.00 to 18.00 for 51 weeks of the year and offers sessional and day care to children under five years of age. A before and after school club is available for children who attend Saint James and other local schools and there is also a holiday club. All children share access to a secure enclosed outdoor play area.

There are 78 children aged from under one year to 11 years on roll, of these, 10 children receive funding for early education. There are 31 children in the Early Years Foundation Stage age range. Children come from the local area and surrounding rural area and villages. The setting supports children with learning difficulties and/or disabilities and also children who speak English as an additional language. There are six members of staff, who hold early years qualifications, one of whom has a Level 4 qualification. There is ramped access from the pre-school to the school playground and the entrance to the premises is on a level site. There are links with the Early Years Foundation Stage in the school and also through the local authority. The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very keen to be involved in the range of activities and for those children who go to school, they have a relaxed and very enjoyable start to the day, whilst being very supportive of the younger children. All groups of children are catered for well, to meet their needs and interests. There is a co-operative atmosphere, and an inclusive ethos where all children are helped to be active participants in their learning. The partnership with parents and carers is good and parents indicate they feel informed about what their children are doing and the activities provided in the setting. The staff have made a significant impact on self-evaluation, which is rigorous, candid and reflective this combined with the good teamwork ensures the setting has a good capacity to develop the provision further.

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

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

- enhance the outdoor provision to utilise its full potential
- develop staff expertise further in a variety of methods of communication to promote these skills, especially for the very youngest children and those with specific needs

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

The good teamwork within the setting means that the children are well-cared for and the necessary procedures to keep the children safe and free from harm are followed. For example there are systems for the safe collection of children at the end of the session, staff are properly checked for their suitability, there are regular checks made about the safety of the premises and procedures for when the children are on trips and visits. The welfare of the children is taken very seriously, notes are made about the children's needs, for example how long they have slept and regular checks are made to ensure they are comfortable and not in any distress. Since the previous inspection there have been improvements in the lunchtime arrangements to promote the children's skills in personal independence. As a result they can manage very well, handling cutlery with care, commenting 'I can do it all by myself' and indicating that vegetables such as sweet corn are good to eat. Children feel welcomed and included within the setting, as do parents who speak positively about the friendliness of the group and the way their children are cared for and looked after. For example, one child had commented to his mum, 'Got to get there before 9 o'clock, or I'll miss breakfast.' Strategies to develop learning opportunities have been devised and the procedures for noting any medication requirements have been improved. The staff have been proactive in contributing towards the self-evaluation of the provision and this has enhanced their professional development. The resulting document has clearly identified that the outdoor area is not developed to its full potential. Although to ensure the children have learning experiences outside, the staff plan several trips and activities outdoors for the children to develop their understanding about the environment. As the setting increasingly supports children with difficulties in communication skills, extending staff expertise further in this aspect has been identified as an area for development. Nevertheless the staff are skilled in supporting the children's learning and development and helping them to develop their own creative ideas.

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

Children's skills are developing well as they receive a good level of support and use language well to describe their activities and what they have achieved. For example, when talking about using both the 'back' and the 'front' of a piece of paper when creating a picture of the colours of the rainbow. The children have good emerging skills in recognising the sounds letters make within words, using a keyboard and they are generally quite articulate, which will stand them in good stead for the future. The programme for learning is devised carefully to meet their needs and aid progress for the different age groups and types of provision which the setting offers. Plans are considered well to provide a variety of experiences for example to support children's knowledge and understanding of the world, by visiting the local farmer's market to reinforce learning about growing vegetables and healthy eating. Children display high levels of involvement in activities, which they thoroughly enjoy and are very keen and confident to 'have a go'. The children's progress is evaluated to ensure information is available to help them succeed and achieve their full potential. Assessment arrangements are varied and

very secure and planning is adapted to reflect the progress the children make and to ensure they are offered the next challenging steps in their learning journey.

There is a calm and relaxed atmosphere within the setting and all children play well together, making a positive contribution. Behaviour is good, with good levels of respect because the staff are positive role-models. The children in turn share fairly and act in a kindly manner towards others, saying 'if you need any more, just ask', when sharing portions of play dough. There is due attention paid to safety and well-being, for instance children are reminded not to run in the setting. There is wide age range within the setting overall, but the very friendly and supportive environment means the youngest children are nurtured and cared for. Older children in the before school club help the very little ones extremely well and comments boost their self esteem. One older child was heard to say 'Oh wow that's good' when a younger child produced a model made from play dough. The staff also take opportunities to engage with the children in shared sustained thinking, help them to develop their ideas. Displays of the children's creative work show how this is valued and during the before school club the older children have great fun with the younger ones choosing from a range of activities such a role-play, drawing and using information and communication technology. The friendly, family atmosphere pervades, whilst still providing opportunities for the children to develop their skills. In the baby room the staff comfort and support the very young children especially if they are upset. There are good activities to engage and motivate them such as trips outdoors to feed the ducks, crunch leaves underfoot and to observe, with awe and wonder, lambs being born. Photographs also show how the children play happily together, really enjoy messy play and get creative as 'dancing divas'.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.