

Mark Beech Nursery School

Inspection report for early years provision

Unique reference number

127370

Inspection date

08/06/2009

Inspector

June Fielden

Setting addressCowden Pound Road, Mark Beech, Edenbridge, Kent, TN8
5NR**Telephone number**

07989 696160

Email**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 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).

Description of the setting

Mark Beech Nursery School opened in 1965 and is privately owned. The nursery is situated in a rural area in Edenbridge, Kent, and operates from a village hall. Children have the use of one large hall with an adjacent room where the majority of activities take place, and an enclosed outdoor play area. The nursery is open from 9:00 until 12:00 on Monday, Wednesday, Thursday and Friday during school term times; on Wednesdays it stays open until 15:00. There is also a lunch club on Monday, Wednesday and Friday, from 12.00 to 13.30.

The nursery is registered on the Early Years Register to care for a maximum of 24 children in the early years age group at any one time. There are currently 22 children from two years to the end of the early years age range on roll.

There are four members of staff working with the children, of whom two have appropriate early years qualifications to at least NVQ level 2.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Staff at Mark Beech Nursery School create a warm and welcoming environment for children. They plan activities that cover all areas of learning, and strive to ensure that children make the most of the time that they spend at the nursery. Staff are aware of the nursery's strengths, but have not yet put systems in place to rectify the areas where further improvement is needed. Some opportunities are provided to involve parents and others connected with children's welfare in their learning, but due to breaches in the specific welfare requirement relating to safeguarding they are not kept fully informed of children's care. There is also a breach of the welfare requirements for qualifications and documentation. As a result, these breaches have a significant impact on the provision, which means that it does not fully meet the welfare requirements of the Early Years Foundation Stage (EYFS).

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that the supervisor holds a relevant level 3 qualification and that half of all other staff hold a relevant qualification to at least NVQ at level 2.
(Qualifications, training, knowledge and skills) 30/06/2009
- amend the complaints procedure to ensure that it contains the correct contact details to enable parents to make a complaint to Ofsted (Safeguarding and 15/06/2009)

- promoting children's welfare)
- provide a policy and procedure for staff and parents to be followed in the event of a child not being collected at the appointed time (Safeguarding and promoting children's welfare) 15/06/2009
- ensure that a daily record of children's hours of attendance is kept (Documentation) 15/06/2009
- ensure that the safeguarding policy includes the procedure to be followed in the event of an allegation against a member of staff (Safeguarding and promoting children's welfare) 15/06/2009

To improve the early years provision the registered person should:

- continue to develop the system for planning, observing and assessing children and ensure that observations clearly identify their next steps in learning, in order to inform effective planning
- ensure that a regular staff appraisal system is in place in order to identify their training

The leadership and management of the early years provision

The nursery does not currently have all of the required policies and procedures in place. There is no procedure for staff to follow in the event of a child not being collected at the appointed time, or in the event of an accusation being made against a member of staff. This means that the setting is not taking all the necessary steps to fully safeguard and promote the welfare of children. In addition, the hours of children's attendance are not recorded, which also impacts on their well-being. The nursery operates a key person system for children and always has the appropriate number of staff present. However, an insufficient number of them hold the appropriate early years qualifications. This impacts on outcomes for children, as they are not being cared for by staff who have attended training courses to obtain the required knowledge. Staff cooperate appropriately with each other and there are weekly staff meetings when planning and other issues are discussed. They all attend some courses, but currently there is no formal appraisal system in place to ensure that regular meetings are held to discuss the training needs of staff. The nursery's system for self-evaluation is not effective. Although staff are able to discuss their strengths, they are unable to identify many of the areas where further development is required. Several of the recommendations raised at the last inspection have not yet been addressed, and have been entered as actions on this report. However, staff have made some improvements, including the way in which they provide more free play for children and organise activities during the sessions. Staff have an appropriate understanding of how to meet the requirements of children with learning difficulties and disabilities.

Parents are positive about the setting and believe that children receive individual attention from staff. However, because not all the required policies and procedures

are in place, parents are not currently provided with sufficient information from staff. Also, the setting's complaints procedure does not contain the correct details to inform them of how to contact Ofsted should they wish to raise a concern. This affects parents' relationship with staff, and consequently impacts on the welfare of children attending the nursery. Children's records and details of what they are studying each day are always available to parents, and they know that they can speak to members of staff about their child at anytime. Staff maintain contact with the local schools that children transfer to when they leave the setting and liaise appropriately with professionals and others involved in children's care. They have a positive attitude towards promoting diversity, and invite visitors from other cultures into the setting to talk to the children. They have the appropriate resources in place to support children's understanding of disabilities and other cultures. Most staff have had some fairly recent training in safeguarding, and have a suitable knowledge of the procedure to follow should they have any concerns.

The quality and standards of the early years provision

Children participate in an appropriate range of activities, and are provided with the opportunity to learn through adult-led and child-initiated tasks. Staff refer to the EYFS when producing their weekly planning, and make regular observations of children. However, the system for planning, observing and assessing children is not yet fully developed, as their next steps in learning are not always identified and used to inform the planning. Children are greeted individually by the provider on arrival, and identify their own name tag. They have an opportunity to speak in front of the whole group at circle time and talk about their families. Staff move around the group while children play, participating in their activities and asking them questions to develop their language and numeracy skills. As a result, children show confidence when talking to adults. Children are encouraged to develop their independence by assisting staff in tidying up and develop their imagination as they use the role play equipment. They use their large muscle skills as they ride around the outdoor area on the selection of vehicles that are made available to them, and use the balls to practise throwing and kicking. Children sit down together to eat, making this a sociable occasion for them. When children have been on holiday they are invited to share their experiences with the group, raising their understanding of the world around them.

Staff have some appropriate measures in place to maintain children's welfare, as they ensure that the premises are secure when they are present, and have a visitors' book to monitor any adults that visit them. However, children's safety is not fully assured because not all records are completed appropriately, and not all the necessary procedures and policies are in place. Sound hygiene routines are followed by children. They use liquid soap and paper towels when they wash their hands to avoid the spread of infection. Water is accessible to children at all times to ensure they are not thirsty, and staff find out about any allergies they have when they start attending the nursery. An appropriate range of toys and resources are available to children, together with a cosy book area where they can relax. Staff use suitable strategies with children to encourage appropriate behaviour. They are positive with children and reward them with praise. Staff involve children in printing pictures of themselves that have been taken with a digital camera, to

raise their awareness of information technology. They also make selections of puzzles available to children to develop their problem solving skills.

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?	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
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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