

Beechwood school

Inspection report for early years provision

Unique reference number	EY386062
Inspection date	17/06/2009
Inspector	Angela Ramsey
Setting address	55 Leigham Court Road, LONDON, SW16 2NJ
Telephone number	02086778778
Email	mm@beechwoodschool.com
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

Beechwood School is a privately owned independent school and day care facility which is governed by a board of directors. It was established in 1987 and operates from a converted house situated in Streatham, in the London Borough of Lambeth. It is close to Streatham Hill main line station and there are also parking facilities in the front forecourt of the school.

The school offers extended day care and education, opening from 08:00 to 18:00 each weekday for 50 weeks of the year. Children attending the main school attend between the hours of 09:00 and 15:30 each weekday during school term times. Holiday play schemes are also available in the school holidays. The nursery is registered for 36 children from birth to under three years of age. There are 17 children on roll. They are registered on the Early Years Register. Children have the use of three rooms. There is also a dedicated kitchen area and nappy changing facilities. There are enclosed, outside play areas.

The setting supports children who use English as an additional language or have identified learning difficulties and/or disabilities.

There are six full time and two part time members of staff who work in the nursery. Of these, six have appropriate childcare qualifications. One member of staff is working towards a qualification in childcare.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children strongly benefit from the warm interactions with the staff team. Children make good progress in their learning and development. This is due to the fact that children are provided with play opportunities that capture their imagination and interest. A system is in place to evaluate the provision which is effective in identifying strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure flooring in all areas of the setting is safe
- ensure written parental permission is requested for the setting to seek any necessary medical advice or treatment
- ensure parents countersign records of accidents and first aid treatment
- provide children with experiences and support which will help them to develop a positive sense of themselves

The leadership and management of the early years provision

Children are cared for in a safe, secure environment, where the good deployment of staff helps to ensure their safety. Effective recruitment, vetting and induction procedures ensure that all staff who work with children are suitable to do so. The setting's action plan is successful in identifying strengths and weaknesses of the provision.

A comprehensive range of policies and procedures underpin the smooth running of the setting. Risk assessments are conducted routinely, therefore, staff are able to manage or eliminate any potential hazards. However, parts of the flooring in the dining area and carpeted area are worn and frayed. Children and staff practise the emergency evacuation procedures on a regular basis. This enables children to become familiar with the routine in the event of an emergency.

Parents/carers are fully involved in their children's learning. Staff talk to parents on a daily basis and provide written information of their children's care needs. As well as these, parents evenings are arranged. Regular newsletters keep parents abreast of up and coming events. Parents are also provided with reports which detail their children's achievements and progress.

Inclusive practice is promoted, ensuring that all children have their welfare needs met and achieve well. Effective links with parents/carers and external agencies, such as Lambeth Early Years, ensure children receive the support needed.

The quality and standards of the early years provision

Children are based in group rooms according to their age group. During the day the children have sessions in other rooms in the building, such as the IT and technology suite and hall. Children are happy and are making good progress, this is due to the fact that the staff team plan and evaluate a wealth of highly enjoyable activities, which both supports and challenges children's development.

Staff have yet to complete training with regards to the Early Years Foundation Stage (EYFS). This is due to the high demand for places. In spite of this, staff have become familiar with the framework and activities are planned using the early learning goals.

Each child is assigned to a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for children's next steps in learning. An effective system to track the children's progress through observation has been implemented. Children's achievements are recorded under each area of learning and the next steps are planned for. This ensures that children are sufficiently challenged and their individual needs for learning met.

The younger children aged under three years are encouraged to develop their curiosity, coordination and physical abilities as they move around the safe and

interesting environment within the baby room. This results in children being active learners. Staff encourage children's language skills by engaging children in conversation as they play in the home corner, have pretend conversations on toy telephones. Children also enjoy looking through illustrations in books.

Children also enjoy searching through treasure baskets, exploring items such as silky scarves, sponges and other household items. Opportunities for children to be creative are also provided. Children choose from materials such as sequins, glitter and shiny paper to decorate star fish. Children also enjoy the sensory experience of playing with a mixture of cornflour and water.

In the outdoor play area children are able to manoeuvre wheeled toys, practise their climbing skills on the climbing frame and roll large hoops and attempt to jump through the travelling hoop. Children are happy and are making good progress in their personal, social and emotional development. This is due to the fact that children are well supported and staff have high expectations of behaviour. For example, children are expected to take turns and share. Children also assist staff with tidying away the toys.

Music sessions are a firm favourite, the children enjoy listening to and playing different instruments. During movement sessions older children move imaginatively along benches. Crawl through a tunnel and after making their way through complete the exercise with a forward roll. Their physical skills are further enhanced as the children climb up onto the soft play vault and jump onto a safety mat.

Necessary steps to safeguard and promote the welfare of children are in place. For example, parents provide written consent for the administering of medication. However, written parental permission is not requested for the seeking of any necessary emergency medical advice or treatment. In addition to this, parents do not sign entries in the accident records.

Homemade nutritious meals and snacks are prepared on the premises. The cook and her assistant cater for children's specific dietary requirements. Meal times are sociable occasions; staff sit with the children, serve children their meals and engage in meaningful conversations. Children's self-care skills are encouraged as children wash their hands before and after their meals. Although older children help themselves to drinks of water at meal times. Water is not available in children's base rooms. Opportunities to further foster children's independence and provide children with experiences and support which will help them to develop a positive sense of themselves are not organised. For instance, during meal and snack times older children are not involved in the setting of the tables or serving themselves with some of their meals.

Inclusive practice is well promoted within the setting. Children attending who have English as an additional language are well supported. Although books that depict positive images of diversity are evident, staff have highlighted that more resources that depict positive images of diversity are required. A recent fund raising event has made the funds available for these resources to be purchased. The providing of these enables children to be aware of and embrace differences.

Labelled resources encourage children's recognition of letters and understanding of the written word. Opportunities for children to write and mark make are also provided, for example, older children are able to express themselves using sentences to describe their drawings. Children are confident communicators. They listen attentively to stories.

Opportunities for children to practise problem solving, reasoning and numeracy skills are provided. For example, children sing songs to reinforce numbers. Children are beginning to understand the concept of simple addition and subtraction. Whilst using sand to fill containers, children use language such as full and half full.

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.	2

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?	2
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

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