

Beacon Hill Day Nursery

Inspection report for early years provision

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Inspection date

16/09/2009

Inspector

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Type of setting

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.

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Description of the setting

Beacon Hill Day Nursery is one of two nurseries run by the partnership of Balderton Village Day Nursery. It opened in 2002 and operates from a converted chalet bungalow, situated in a residential area of Newark. There are schools, shops, parks and access to public transport links in the local area. Children are cared for in rooms according to their ages. Children have access to a fully enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6.00pm, 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 60 children may attend the nursery at any one time. There are currently 80 children in the early years age range on roll, some attending on a part-time basis. The nursery provides funded early education for three and four-year-olds. The nursery also offers care to children aged over five years old up to eight years old. This provision is registered by Ofsted on the compulsory part of the Childcare Register. There are currently three children on roll in this age range. The nursery supports a number of children with special educational needs and/or disabilities and children with English as an additional language.

There are 19 members of staff employed to work with the children, of these, 16 hold appropriate early years qualifications to at least National Vocational Qualification at level 2 and three staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners effectively promote children's welfare, learning and development, they meet children's individual needs and they provide excellent support and reassurance to new children settling at the nursery. The children are making good progress in their learning, they are enthusiastic, eager and motivated learners, who enjoy taking part in a wide range of activities. The learning environment for children is safe, clean and welcoming and it positively promotes diversity, good behaviour and supports children in becoming independent learners. A wide range of policies and procedures clearly demonstrates the service provided for children. Practitioners work well together and overall they make good use of their time and resources to meet children's needs. Good self-evaluation processes, monitoring systems and commitment of practitioners contributes to the nursery being proactive in bringing about continual improvement.

What steps need to be taken to improve provision further?

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

- ensure the daily record of children looked after on the premises and their hours of attendance are accurate and kept up to date

- ensure staffing arrangements are organised to meet the individual children's needs and to meet the specific requirements for ratios of adults to children
- ensure activities and experiences provided for children are an appropriate length of time to support children's ages and stage of development.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are good. Practitioners are vigilant in keeping children safe, they carry out regular safety checks and risk assessments to ensure the environment, equipment and resources remain safe for children. Practitioners have a good understanding of child protection issues and they understand what to do if they have concerns about a child's welfare.

Recruitment and vetting procedures are robust to ensure all adults who work with children are suitable. In addition, induction programmes ensure practitioners are clear about their roles and responsibilities and appraisal systems contribute to monitoring practitioner's ongoing suitability. The nursery policies, procedures and documentation contributes to the safe and efficient management of the nursery. Practitioners record children's attendance and they know how many children are present however, on the day of inspection the attendance record was not completed accurately.

Through good self-evaluation processes, monitoring and evaluating, children's care and education practitioners are proactive in identifying their strengths and areas for improvement. These processes are inclusive and include the views of management, practitioners, parents, children and external agencies. Practitioners are committed to their own professional development. For example, a high proportion of qualified practitioners work at the nursery and others are working towards a qualification. Through accessing a wide variety of training courses, practitioners extend their skills and knowledge, so that they keep up to date with good practice ideas. Practitioners are reflective, they are self-critical and continually explore ways they can improve, so that children receive good quality care and education. Improvements include addressing the recommendations made at the last inspection. For example, through developing planning, observation and assessment arrangements, practitioners effectively support children's learning and progress. In addition, management ensures the nursery environment remains in good condition and welcoming through their regular maintenance programme, such as replacing carpets and redecoration.

There is a consistent team working with the children and they work well together. Overall, the majority of the time, staffing arrangements ensures practitioners deploy themselves effectively to successfully meet children's needs and to meet ratios. However, on the day of inspection, the deployment of staff meant adult to child ratios were compromised for a very short time. Practitioners are organised, they are aware of their roles and responsibilities and this contributes to the nursery operating efficiently. For example, practitioners incorporate children's individual routines, such as sleeping patterns into the nursery day.

Partnerships with parents are good. Parents receive a good range of information regarding the service and their child's welfare, learning and development. For example, policies and procedures outline the service provided. Parents are encouraged to contribute to their child's progress record and to share their skills within the nursery, such as talking about their jobs. Detailed information gathered when the children start at the nursery ensures practitioners are aware of children's needs, likes, interests and capabilities. By working well with parents and effective information sharing, children receive consistent care. Practitioners liaise well with a number of external agencies to ensure children receive any additional support they need, such as speech therapists and other professionals. Practitioners understand the importance of working with the other settings that children attend. They are taking some positive steps to build up effective working relationships with other settings, so that they promote continuity and coherence in children's learning.

The quality and standards of the early years provision and outcomes for children

Practitioners have a good understanding of the learning and development and welfare requirements, this contributes to them effectively promoting children's welfare and learning. Illness, infection and hygiene is well managed within the nursery, which contributes to successfully promoting children's health and well-being. The children have a good understanding of health and personal care. They wash their hands at appropriate times throughout the day and they understand the importance of this practice. For example, they know that germs can make them ill. Through providing healthy, nutritious and well-balanced meals and snacks, the nursery contributes to children's healthy growth and development. In addition, through fun activities, such as growing their own fruit and vegetables, the children are developing a good understanding of the benefits of healthy eating. The children enjoy being active, they play outdoors, go on regular walks and outings and they access a wide range of resources that fully supports their physical development. For example, babies have the freedom and space to roll and crawl and older children demonstrate their balance and coordination as they climb, run, ride bikes, kick and catch balls.

Practitioners know the children well and they have very good relationships with them. They recognise and meet children's needs and in particular, they work hard to ensure new children settle. For example, they provide one to one support, reassurance and comfort when children are upset and unsure, this contributes to children feeling safe. The children are respectful of others and through a positive role model and effective behaviour management strategies, the children behave well. They cooperate with their peers, share and take turns and understand about right and wrong. Through play, discussions, activities and resources, the children learn about diversity and difference because the nursery positively promotes equality and anti-discriminatory practice.

Practitioners effectively support children's learning by being actively involved in children's play and by planning activities that supports individual children overall. However, the organisation and length of time children were involved in singing and stories, resulted in some younger children becoming distracted. Observation,

assessment and monitoring of children's progress, ensures children's learning priorities are quickly identified, resulting in children making good progress. This includes providing challenges for children who are exceeding expectations. Planning is a good balance between adult and child initiated activities, it is flexible and takes into account children's interests and needs. Planning incorporates all areas of learning, with a strong emphasis on language, literacy and numeracy, supporting children in acquiring skills for the future. The children are enthusiastic and motivated learners and they enjoy their time at the nursery. The children use their imagination as they predict what will happen in stories, babies enjoy the texture of cornflour on their hands, children describe the shape, size and texture of bulbs when planting and children enthusiastically sing, excitedly asking for their favourite songs. In addition, by inviting visitors to the nursery and taking children on a wide range of outings, children's experiences are enhanced because practitioners make effective use of all resources available to them. The effective organisation of the continuous play provision and activities enables children to make independent choices and decisions. They do this with enthusiasm and this contributes to them having a positive attitude towards their learning, promoting their confidence and self-esteem.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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