

Beach Hill Nursery

Inspection report for early years provision

Unique reference number EY331620
Inspection date 20/10/2009
Inspector Cathryn Parry

Setting address Beach Hill Nursery, 81 Beach Road, SOUTH SHIELDS, Tyne and Wear, NE33 2QT

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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

Beach Hill Nursery is one of two childcare provisions run by Nash Childcare Limited. It was registered with the current owners in 2006 and operates from self-contained premises, situated in a residential area of South Shields in South Tyneside. Children have access to enclosed outdoor play areas. The nursery is open on weekdays from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays. The provision also offers out of school care. This is open on weekdays from 7.30am to 9am and from 3pm to 6pm during term time, and from 7.30am to 6pm during the school holidays.

The setting is registered to care for a maximum of 57 children under eight years at any one time, all of whom may be in the early years age range. There are currently 30 children attending in this age group. The setting also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting currently supports a number of children with special educational needs and/or disabilities and a number who speak English as an additional language.

There are 15 members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff offer a warm and friendly welcome to all children and their parents. They demonstrate a positive attitude to providing an inclusive environment. The range of experiences offered ensures there are sufficient opportunities for children to make progress. Some areas of learning are better resourced than others. Systems for planning activities and observing children are being developed, as are links with other practitioners. Support through early years professionals from the local authority, and staff attending training courses ensure continuous improvement is made. Most documentation is in place.

What steps need to be taken to improve provision further?

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

- develop further systems for planning outdoor activities and involving parents as part of the ongoing observation and assessment process
- develop further resources, in particular to nurture children's understanding of people's different needs and for younger children to use information and communication technology to support their learning
- develop further systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education

- and care in more than one setting
- update the record of risk assessment to include any assessments of risks for outings and trips

The effectiveness of leadership and management of the early years provision

Staff have attended safeguarding training and demonstrate a suitable understanding of associated issues. Consequently, children are appropriately protected. Visual risk assessments take place for the premises and outings. However, these are not all recorded, which results in children not being fully protected. A suitable recruitment procedure ensures staff are appropriately qualified, experienced and vetted. The manager shows an interest in their professional development, encouraging training in all areas. Children access play opportunities through the suitable organisation of time, space and resources.

The owner and manager evaluate the learning and development opportunities they offer reasonably well. They gain verbal feedback from parents and hold regular team meetings with staff to give them a broader view of the service provided. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on children's welfare.

Suitable relationships have been built with parents. Staff give them verbal feedback daily on the experiences their children have enjoyed. This is complemented with daily diaries. Consequently, they can further their children's learning at home through highlighted activities. Staff have some experience of caring for children with special educational needs and/or disabilities. They liaise with other professionals, such as health visitors, to meet any specific requirements. Links with other providers where children receive care and education in more than one setting have been tentatively made. These are not well established yet to effectively ensure continuity and cohesion.

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

The staff have a suitable understanding of the Early Years Foundation Stage. The range of resources has recently been increased to give children a richer environment. An adequate key worker system is implemented. Staff use a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. This is complemented with older children being involved in creating their own golden rules. Staff celebrate a variety of festivals with the children to nurture their awareness and understanding of different traditions and beliefs. This understanding is further developed with a range of resources regarding different cultures. However, there are limited resources showing positive images of people, which hinders their growing knowledge of difference. A wide range of books are available for all children to enjoy independently or with others. Children are gaining confidence in using numbers in their play, as well as participating in sorting, matching and sequencing

activities. Their knowledge of the living world is promoted as they feed the ducks and plant and nurture cress. Children have fun as they become involved in a range of creative activities, such as painting, experimenting with musical instruments and exploring the sand. Older children have good opportunities to use information and communication technology to support their learning. However, younger ones have limited related resources, which restricts them making progress in this area. Staff plan activities around children's interests. However, although time to play outdoors is planned, the activities the children then participate in are not clearly identified. Consequently, there are some missed opportunities for staff to further children's learning whilst enjoying the outdoor area. Staff regularly observe children and record most of these in individual journals, which show progress towards the early learning goals and identify next steps in their learning. Parents are not currently effectively involved in this observing and assessing process to give a comprehensive picture of children's achievements.

Children are welcomed into suitably clean and reasonably well-kept premises where they have ample space to play. They are kept secure through good procedures for entry to the building. Children experience suitable levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. They are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. Staff implement good procedures for nappy changing, to ensure the personal care needs of the very young are met well. Children do not attend if they are sick which enables the staff to protect others from illness. Children access regular opportunities for large physical play. These include using a range of equipment in the outdoor play areas and enjoying aerobic sessions. Babies and toddlers are developing their locomotion and balance skills through a selection of push-and-pull toys and appropriately sized indoor climbing equipment. Children are active or restful through choice and babies sleep in line with their individual needs and parent's wishes. They are encouraged to enjoy healthy snacks and meals and have free access to drinking water to enhance their well-being. All relevant documentation with regard to health, including specific dietary needs and consent forms, are in place and up-to-date. These positively safeguard children's well-being.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met