

# Beechbuds

Inspection report for early years provision

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**Unique reference number**

EY283042

**Inspection date**

23/09/2009

**Inspector**

Anne Sadler

**Setting address**

Eccleston Primary School, Doctors Lane, Eccleston,  
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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*.

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## Description of the setting

Beechbuds Pre-School is privately owned and managed. It opened in 2004 and operates from within a classroom at Eccleston Primary School. Children have access to a classroom, adjacent toilets and an enclosed play area. The premises are situated within easy access of Eccleston village centre, which is near to Chorley in Lancashire. The Pre-School is registered on the Early Years Register. The setting operates from 9am to 11.30am from Monday to Friday and from 1pm to 3pm on Wednesdays. Lunch club takes place from 11.30am until 12.30pm during every school day on Mondays, Tuesdays, Thursdays and Fridays. A maximum of 24 children aged two to five years may attend the setting at any one time. There are currently 35 children on roll who are within the Early Years Foundation Stage. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. There are five staff, including the manager, who work directly with the children. Two of the staff have achieved a National Vocational Qualification (NVQ) at level 3 and one at level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy friendly relationships with the staff, who create a happy environment in which children can play. The pre-school has a clear commitment to the promotion of inclusion and promote most aspects of children's welfare and learning successfully. However, assessment and planning systems do not yet effectively monitor and promote children's progress towards the early learning goals. Also, the setting has not obtained information regarding who has legal contact and parental responsibility for the children in its care, which is a requirement of the Early Years Foundation Stage. Relationships with parents, carers and other professionals are secure and there is a satisfactory capacity to maintain continuous improvement.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information regarding who has legal contact and parental responsibility for each child, the name and address of every parent and carer who is known to the provider and which of these the child normally lives with. (Documentation) 23/10/2009

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

- ensure that planning links back directly to the particular observational

assessments and provides specifically related, relevant and motivating experiences for the child

- develop the assessment system to make it clearer how children are progressing towards the early learning goals and how this will inform planning for individuals.

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

The leadership and management of Beechbuds Pre-School is satisfactory. The manager provides conscientious and caring leadership to both children and staff. Safeguarding procedures are good overall. Staff carry out annual risk assessments of the premises as well as visual safety checks before each session to ensure children can play safely and enjoy their time at the setting. All staff are appropriately vetted and well trained. Most of the required documentation necessary for the smooth and safe running of the setting is in place. However, the requirement to obtain information regarding who has legal contact and parental responsibility for the children is not being effectively met. The setting is not ascertaining who the children normally lives with or documenting the names and addresses of every parent and carer who is known to the setting.

The group has developed positive links with Ecclestone Primary School. The pre-school children and their parents attend school assemblies and this contributes to the sense of community. Staff work closely with parents to ensure children's individual needs are appropriately met including those children with special educational needs and/or disabilities. Parents are invited to parents' evenings twice a year and this also gives parents and staff the opportunity to reflect on children's progress together.

Formal self-evaluation is in the very early stages of development. The group has an Early Years Foundation Stage quality audit report and an inclusion action plan. However, the action plan lacks detail and therefore it is difficult to measure success criteria and the impact of outcomes for the children.

Resources are attractive and the environment is spacious and well-organised. Staff are keen to develop professionally but as yet there is no clear link between some quality resources and measured outcomes of progress for the children.

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

The outcomes for children are satisfactory overall, although there are strengths in the provision here. Children enjoy attending Beechbuds Pre-School. They are surrounded by a wide range of attractive indoor and outdoor activities, which encourage and enable the children to explore in this safe but stimulating environment.

Children play happily and cooperatively together. They behave well and this helps

to promote a safe and calm atmosphere. At snack time a healthy diet and choice making are encouraged. Whilst these children are only very young, expectations are high and the children wash their hands and care for each other, without being reminded. They help to fundraise, alongside their parents, for local charities, such as the children's hospice.

There is adequate provision to meet the children's learning needs. They enjoy turn taking and counting how many children are present at register time. They also enjoy playing with musical instruments and choosing from the wide range of high quality reading materials, which they are allowed to take home, to share with their parents. Regular trips to the library extend their knowledge and understanding of the world and prolonged periods of activity outside, facilitate the children's physical development. For example, children enjoy playing on outdoor equipment. Staff deployment is satisfactory. There is always someone on hand to support those that need it, particularly with younger children or those with special educational needs and/or disabilities.

Observational assessments are well established. Photographic evidence and notes illustrate which of the six areas of learning of the Early Years Foundation Stage, the child has experienced and there is some related planning. However, assessment records and the future planning lack sufficient detail to show children's progress over time and the identified next steps in learning do not always build upon the child's past experience. As a result, the setting is unable to identify how much progress children are making which potentially limits the settings ability to ensure each child's needs are being fully met.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3

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