

# The Beacon Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY394335

**Inspection date**

13/01/2010

**Inspector**

Cynthia Walker

**Setting address**

Sure Start Bradley & Whitfield, The Beacon Centre, Maurice Street, Nelson, Lancashire, BB9 7HS

**Telephone number**

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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**

The Beacon Day Nursery is privately run and was registered in 2009. It operates from an annexe of Sure Start, Bradley & Whitfield, The Beacon Centre, in Nelson. Children have access to two playrooms, a secure outdoor area and supporting facilities on the ground floor. The nursery is open from Monday to Friday from 7.30am until 6pm, for 51 weeks of the year.

The nursery is registered on the Early Years Register and a maximum of 40 children may attend. There are currently 51 children who attend the nursery throughout the week. Children attend from the local area and wider community for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, as well as children with English as an additional language. There are 11 members of staff who work within the nursery and the majority of staff hold appropriate early years qualifications. The nursery liaise closely with a member of staff from the adjoining children's centre, who holds qualified teacher status. The nursery provides funded education for three and four year olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy their time in the nursery and make good progress in their learning. Overall, staff provide interesting learning opportunities to meet all children's needs. The nursery effectively promotes the children's welfare, which includes clear safeguarding procedures. Good links with parents and carers enables the nursery to ensure the needs of all children are met, by valuing each child as a unique individual. The nursery has an accurate understanding of its effectiveness and targets to secure further improvement are clearly identified.

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

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

- review the methods for recording the planned activities, to ensure this reflects the key worker group activities and consistently identifies children's interests
- review the organisation of resources within the creative area, to ensure that every child receives an enjoyable and challenging learning and development experience.

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

The provider and staff work as an effective team, to ensure children make good progress in their learning and development, effectively promoting their welfare. Documentation which is required for the safe and efficient management of the

nursery is effectively organised, to promote most aspects of children's needs. The majority of staff have completed training and have a good understanding of child protection, to enable them to effectively safeguard the children in their care. Procedures are in place to ensure the suitability of the staff is maintained and promotes the children's safety. The nursery is committed to the continued professional development of staff, which is reflected in the staff training file. Clear risk assessments ensure effective action is taken to minimise or eliminate risks to children.

The nursery has a good understanding of their strengths and weaknesses and is committed to their ongoing improvement, which is reflected in their detailed self-evaluation documentation. The involvement of parents and carers, the staff team and the local authority provides an accurate analysis of what is needed to secure further improvements. The creative organisation of the nursery actively stimulates purposeful play and exploration, enabling children to instigate their own learning. Overall, resources are skilfully arranged to support most areas of continuous provision, to promote the good outcomes for children. However, there are limited resources to support the older children's creative skills, particularly painting and water play. A number of staff have attended bi-lingual training, to enable the nursery to sensitively support the integration of children into the nursery. There is effective communication between all partners involved with individual children, to ensure information is regularly shared and used to ensure that each child receives the support they need.

Parents and carers are actively welcomed into the nursery and receive effective information as children begin their care, which is updated by regular newsletters. There are interesting displays, particularly in the hall, which reflects the service the nursery is offering. This includes a television programme, which reflects the activities children have recently been involved in. Parents and carers are well informed about their children's achievements, well-being and development, through discussions at regular parents' evenings. A sensitive alternative is offered for parents and carers who cannot attend an evening meeting. Questionnaires to parents and carers give them the opportunity to become involved in monitoring the nursery, which reflects very positive responses.

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

The staff team have a good knowledge of the learning and development requirements and are effectively promoting children's learning, social, physical and economic well-being. Staff are completing planned and spontaneous observations, linked to all areas of learning, which are analysed and clearly identify the children's next steps in learning. An individual review of the overall learning is completed every three months and shared with parents, which includes opportunities for the parents to make contributions. All this information is efficiently organised within the children's learning journey. Key staff take responsibility for effectively linking the individual children's future learning to the weekly planned programme of activities. Although staff are responding to children's interests, these are not consistently reflected within the planning. Key staff spend individual time with their

key children on a daily basis, to reinforce and establish relationships, as they participate in activities relevant to the group. However, this time spent with the children and the activities are not reflected within the planning. Staff provide a balance of adult-led and child-led activities, which enables children to have an enjoyable and challenging experience. The nursery provides an interesting and welcoming environment, which reflects the children's backgrounds and wider community.

The staff listen and effectively interact with the children, to ensure they are supported in their learning, both inside and outdoors. Children enjoy their learning and are motivated and interested in a broad range of activities, which enables them to achieve. They confidently make independent choices and are active in instigating their own play and learning. Children confidently initiate interactions with other children and adults, as they use language to share information from home and explain how they are constructing their models. The introduction of 'talking tins' enables children to record their voices, which they listen to with enjoyment and listen to a variety of other sounds to support their language development. Younger children concentrate well, as they listen with enjoyment to a selection of stories and examine the illustrations with interest. Children skilfully operate the computer, which is reflected in computer drawings and negotiate simple programmes, by successfully matching pairs of cards. Younger children carefully match the triangle into the correct place in a shape sorter. They explore their senses, as they manipulate play-dough, using a variety of resources. Children use plastic straws to make candles on a birthday cake, which they pretend to blow out.

The nursery is effectively promoting the welfare of children, ensuring their good health and well-being is supported. Children are confident with their relationships within the group, which gives them a feeling of security, belonging, happiness and safety. They enthusiastically discuss what they eat for lunch and explain that they made pizzas with the cook that morning and had made the bread buns for the lunch the day before. This effectively contributes to their understanding of healthy eating. Access to the outdoor area encourages children to be active and understand the benefits of physical activity, as they skilfully control a variety of wheeled toys, negotiate an interesting climbing frame and successfully use the slide. Children behave well and are developing an understanding of their responsibilities, as they are encouraged to share and take turns. They are developing positive relationships and play cooperatively at activities, for example, sharing the responsibility of the mouse at the computer, whilst other children give instructions.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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