

# Beechwood Childcare - Windy Arbor

Inspection report for early years provision

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**Unique reference number** 250020  
**Inspection date** 26/11/2009  
**Inspector** Fiona Robinson

**Setting address** Windy Arbor Primary School, Woodlands Way, Chelmsley Wood, Solihull, West Midlands, B37 6RN  
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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**

Beechwood Windy Arbor Nursery and Out of School Club is one of 14 childcare facilities run by Beechwood Childcare Limited. It opened in 1999 as an out of school club and as a nursery from 2006. It is based at Windy Arbor Primary School, Chelmsley Wood. There is disability access to the setting. A maximum of 42 children may attend the nursery and a maximum of 24 children may attend the out of school club at any one time. The nursery is open each week day from 7:30am to 6:00pm for 51 weeks of the year. The out of school facility is open from 8:00am to 9:00am and from 3:15pm to 6:00pm during school term times and from 8:00am to 6:00pm during school holidays. There are currently 56 children on roll aged from birth to 11 years, of whom 38 are under five. Children attend a variety of sessions. The group supports children with special educational needs and/or disabilities and with English as an additional language. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are nine staff who work with the children, all of whom hold a relevant childcare qualification. Additional staff are provided by the Beechwood organisation in order to meet ratio requirements when necessary. The setting has close links with the school and is supported by the local authority early years department.

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

Overall the quality of the provision is outstanding.

Overall, the quality of the provision is outstanding, because staff are excellent at promoting the children's welfare. Children enjoy their time at the nursery and the before and after school club. Staff ensure they are fully included in a wide range of well planned activities. They are knowledgeable about the children in their care and plan activities which take into account individual interests and needs. Excellent links have been developed with parents and the host school. The manager and staff have an excellent understanding of strengths and areas for improvement and there is an excellent record for continued improvement.

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

To further improve the high quality early years provision the registered person should consider:

- developing the use of technology in activities.

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

Staff have an excellent understanding of safeguarding issues. Robust recruitment and vetting procedures ensures that all adults working with or having contact with children are suitable. Staff are vigilant in supervising children to ensure they remain safe. Excellent policies and procedures are fully implemented to safeguard

the children from harm and neglect. The setting is kept very secure and there are appropriate arrival and departure routines for parents to follow when collecting children.

Excellent links exist with parents and staff share the individual learning journeys with parents on a regular basis. There are very effective induction arrangements in place and staff organise 'Stay and Play' sessions and workshops in order to involve parents more in the pre-school community. Parents say staff are approachable and show commitment, care and consistency in their work. They receive regular monthly newsletters and are kept well informed of special events and activities through informal discussions, newsletters and the website.

There is an excellent and supportive management structure in place. This results in very effective teamwork. Staff meet regularly to identify areas to develop to further benefit the children. Excellent progress has been made in ensuring that the setting is safe and secure. Record keeping is meticulous and the key person system works very well. Monitoring systems are rigorous and there are excellent self evaluation systems in place. Staff are well deployed and very effective use is made of resources to meet the needs of the children. Staff actively promote equality and diversity. Children are fully integrated in activities and achieve very well. Staff share the assessments effectively for the children's diaries. Their area for development is to extend the use of technology in the setting, through the use of the digital camera, the computer and the interactive whiteboard.

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

In both settings, there is very well planned play. Staff have an excellent understanding of the children's interests and build these into the activities. For example, the younger children enjoy listening to the story of 'Jack and the Beanstalk' and counting the beans. Staff evaluate their planning carefully and use the assessment wisely to plan future learning experiences.

Children's behaviour is excellent and staff encourage them to be independent. They are keen to come to the out of school club because staff provide interesting, exciting activities. Their health is promoted very well through preparing smoothies and healthy snacks. Children enjoy playing football, making dens and exploring the outdoor environment. They respond very well to the excellent care and support given by staff. Their safety is promoted very well and they gain an excellent understanding of how to keep safe from talks by the police and fire service. Support for children with special educational needs and/or disabilities is excellent, because staff encourage the children to participate in all activities. Children enjoy fundraising for charity and organising activities for Children in Need.

Children attending the nursery are provided with an excellent range of activities. These help to develop their social skills, language and mathematical thinking. Most can count up to ten and beyond. They enjoy listening to stories such as 'We're Going on a Bear Hunt' and singing counting songs such as 'Five Little Monkeys'. Staff have identified the need to use more information and communication

technology to support their learning. Children enjoy visiting the Post Office and posting letters. Skills are developed very well, through topics such as 'Where do You Live?' The older children enjoy junk modelling, painting and writing letters to another setting in Florida, while festivals such as Diwali and Christmas enrich their experiences. Overall, the children are very well prepared for their next stage in learning in this excellent, inclusive setting.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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