

# Beech Green Nursery/Childcare

Inspection report for early years provision

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**Unique reference number**

101883

**Inspection date**

04/12/2009

**Inspector**

Jeffery Plumb

**Setting address**

Beech Green Primary School, St James, Quedgeley,  
Gloucestershire, GL2 4WD

**Telephone number**

01452 729326 or 01452 722363

**Email**

admin@beechgreen.glous.sch.uk

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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**

Beech Green Nursery and Childcare opened in 1997. It is run by a committee. It operates from the nursery classroom, studio and school hall in Beech Green Primary School, in Quedgeley, Gloucestershire. There is full disabled access and an access toilet. The nursery serves the local area, and the out-of-school club serves families whose children attend the primary school. The setting is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 76 children on roll. All are Early Years Foundation Stage aged. This includes 34 funded three-year-olds and 20 funded four-year-olds, four children have special educational needs and/or disabilities, the group also supports children who speak English as an additional language. The setting opens five days a week during term time, except for bank holidays. Opening times are Monday to Friday, 9.00am to 11.30am and 12.45pm to 3.15pm. The holiday club is open to children from local schools. There are 12 permanent and seven supply staff who work with the children. They all have appropriate qualifications for working with children of early years age range. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

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

Overall the quality of the provision is outstanding.

Beech Green Pre-School makes outstanding provision for children in the Early Years Foundation Stage and meets their needs exceptionally well. It provides an extremely positive and richly resourced learning environment which promotes children's thirst for learning and successfully enables them to become independent. In this fully inclusive setting all children thrive and as parents say, 'Come on leaps and bounds'. Improvement since the last inspection is outstanding as is the capacity for further sustained 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:

- improve the self-evaluation systems to further enhance children's learning

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

A raft of very effective management systems and policies are in place to ensure that children are secure and safe. Before the start of each session there is a thorough and detailed risk assessment of both the outdoor play area and the indoor classroom. Broken toys are thrown away and any outdoor hazards, such as fox mess, are removed immediately. Child protection procedures at the time of the inspection met government regulations. There is a robust policy to ensure that

newly appointed staff are rigorously vetted for their suitability to work with children. A buzzer system and secure doors prevent unwarranted entry by visitors. All staff are paediatric first aid trained and fire drills are carried out regularly.

Staff share a vision which focuses on making the very best provision for the children and their families. They have successfully created a learning environment which is challenging and fun. Frequent reflection on practice by the dedicated staff team lies at the heart of this setting. A good start has been made in using the Ofsted self-evaluation tool and a decisive action plan to implement improvement is in place. Staff are determined to improve further their self-evaluation systems and have recently introduced a model whereby each member of staff takes a lead responsibility for developing a particular area of learning for the children. Recent changes made have already benefited the children enormously. For example, the pretend building site outdoors has been better defined and resourced to enhance opportunities for the children to improve their problem solving skills in a real life type setting.

Partnerships with parents, the reception teacher in the on-site primary school and with the local community are excellent. Parents are delighted with what this pre-school achieves for their children. They use the 'wow sheet' effectively to share the interests their children have at home with the staff and say that the staff grasp every opportunity to latch on to the interests their children have to enhance their learning. For example, one parent says 'Staff use my child's fascination with dinosaurs to engage him with learning and even to develop his understanding of weighing items'. Another is thrilled that staff have taken on the interest her child has in a 'dyson hoover' and that they have purchased a toy one for the pre-school which is used very effectively to develop important life skills for all of the children. However, committed to a ceaseless drive for improvement the nursery leader plans to increase further the involvement of parents in their children's learning. Children join in a wide range of exciting activities with the Reception class and this makes for a smooth passage when they transfer to the main school. Partnerships with external agencies ensure that children and families requiring support receive it from a wide range of services, including speech and physiotherapy, and from the hearing impairment and Traveller support services.

Equality and diversity lie at the heart of everything that is done in this setting. Staff celebrate the languages and faith backgrounds of all the children. Children with special educational needs and/or disabilities are fully included in all activities. Staff and material resources are deployed very efficiently and effectively and successfully contribute to the children's learning. The outdoor environment, to which the children have free access, buzzes with exciting opportunities for the children to learn. This stimulating environment fires the children's imagination as some play in a pretend hospital, others work on a building site and yet others get their hearts pumping as they play on the 'astro turf'.

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

Children's achievement and enjoyment in learning are outstanding. They learn through an exciting range of fun and challenging activities. Staff are particularly adept at running with the children's interests to accelerate their learning. Assessment is used well to build up a picture of children's progress over time and also to immediately plan for their next steps of learning. Adult led activities are used effectively to develop children's language and mathematical skills. Making Christmas decorations using beads, the adult constantly used questions effectively to develop the children's language skills and to promote their counting. Consequently one child said, 'It tickles when I put the beads on my hand'. Yet another confidently counted out eight beads and another independently solved a problem, by twisting a piece of wire, to keep the decoration he had made on the Christmas tree.

The majority of children sound their letters reasonably well. Most children can write their names independently forming the letters in their names reasonably accurately. Number recognition, by most children, is secure to the number 10 and for some, beyond 10. During snack time the children counted to beyond 20. Children with speech and language difficulties are very well supported and make good progress from their starting point and so successfully join in all activities provided.

The provision for children's welfare is outstanding. Children's independence is outstanding. After using the toilet the vast majority wash their hands without being prompted saying, 'To get all the germs off'. Outside they burn off energy, giggle, and get their little hearts pumping as they climb of the large tyre apparatus and ride trikes. Their understanding of the importance of taking care when using the 'astro turf' area when it is frosty is good. They go on bug hunts outdoors and take great pride in growing plants in their small garden area. They play in pretend shops and experience handling money and develop good computer skills for children of their age. Through tidying up after snack time and also being involved in decision making about rules they make a positive contribution to their pre-school community. By the time they are ready for school the vast majority of children are confident, secure and happy about going into the reception. The vast majority of children have developed a real thirst for learning.

## 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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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