

Beautiful Beginnings Day Nursery

Inspection report for early years provision

Unique reference number	EY404867
Inspection date	09/06/2010
Inspector	Denise Sixsmith

Setting address	Scarisbrick Park, Southport Road, Scarisbrick, Lancashire, L40 9RQ
Telephone number	01704 335050
Email	greg@scarisbrick-hall.co.uk
Type of setting	Childcare on non-domestic premises

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.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*.

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Description of the setting

Beautiful Beginnings Day Nursery Limited is operated by the Scarisbrick Hall School Ltd. It has been registered since 2009 and is on the Early Years Register. It operates from a designated building in the grounds of Scarisbrick Hall School in Scarisbrick, Lancashire. The nursery is open each weekday from 7am till 6pm for 50 weeks of the year. Children have access to an enclosed outdoor play area.

A maximum of 42 children may attend the nursery at any one time. There are currently 40 children attending who are within the ages of birth to three years. The nursery employs 12 staff. All the staff, including the manager, hold an appropriate early years qualification. The manager has Qualified Teacher Status and Early Years Professional Status. The nursery receives support from the local authority and is a member of National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The providers, manager and the staff team are dedicated to providing good quality nursery, where children are nurtured, enabling them to develop and grow in a caring environment. Clear policies and procedures are in place, however, not all required records are sufficiently robust. Staff promote inclusive practice in the nursery, ensuring each child's personal needs are incorporated into the daily plans, enabling them to develop and progress appropriately. Children are making good progress in their learning and development, and staff know their key children's abilities very well. The staff team continue to develop good relationships with parents, providing continuity of care for the children attending and enabling them to be involved in their child's daily care, learning and development.

What steps need to be taken to improve provision further?

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

- ensure that all staff records are up-to-date, in this instance the Criminal Records Bureau Disclosure unique reference numbers and the date on which they were obtained (Suitable people).

28/06/2010

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

- update the record of risk assessments to include any assessments of risks for outings.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff are confident in recognising the signs of abuse and the reporting of any concerns or allegations. Child protection systems are in place and are shared appropriately with staff who have received related training. In addition three staff have attended higher level training to support their additional responsibilities in this field. Rigorous employment checks and safeguarding procedures are in place to ensure all staff are suitable to work with children. However, the lack of rigor in maintaining and keeping up-to-date the Criminal Registration Bureau record sheet is a breach of requirements and impacts on children's safety. Good daily risk assessments ensure the nursery is safe and secure, minimising all potential hazards and preventing unnecessary accidents. For example, safety gates are in place and the main doors are fully secure when the children are present. Good arrival and departure procedures prevent children leaving the nursery unnoticed. Effective adult to child ratios ensure the children are fully supervised and receive quality time in the nursery as they play indoors and outdoors. There is a good range of resources, well rotated through the balanced curriculum, enabling all children to enjoy suitable activities, toys and equipment on a daily basis. Staff constantly monitor the toys and equipment, checking they are clean, safe and suitable for the children to use.

The management and staff team demonstrate a good commitment and capacity towards continual improvement. A number of positive improvements have been planned to improve outcomes for children. For example, the refurbishment of the outdoor play area to create a more inviting, enabling environment, to increase play and learning opportunities for children. Staff work well with other agencies to ensure they support the needs of individual children when required. Systems for the sharing of information with other providers of the Early Years Foundation Stage framework are in place, but have not as yet been fully tested or evaluated as currently most children only attend the nursery. The management and staff are taking appropriate steps to ensure resources and the environment are sustainable.

Staff have developed a good partnership with parents and provide a personalised greeting when the child and parent, arrive and leave the nursery. They organise their time very well to ensure plenty of time to build good relationships and exchange information. Children share news about themselves and their families, helping them to feel valued and develop a sense of belonging. Parents spoken to are all very supportive of the nursery and the staff. They feel they are well informed about what their children do and feel confident to speak to staff if they had any concerns. Parents value how approachable the manager and staff are, and they feel that their children are safe and happy at the nursery.

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

Staff have a good understanding of the Early Years Foundation Stage. Comprehensive information is gathered at registration, enabling staff to build on

what the children can already achieve. Planning includes individual children's needs identified through regular observations. Staff know the children well, recognising the next steps for their progression, enabling them to make good progress in their learning and development. The daily activities incorporate a good balance of adult led and free choice opportunities for the children. The curriculum covers the six areas of learning enabling children to achieve good all round development. The children have developed close relationships with the staff and are confident to try new things. They eagerly enter the nursery each day, separating quickly from their carer as they select an activity. Many children have made new friends and look forward to seeing them each morning. New children settle quickly through the good settling in routines applied, enabling parents to feel confident their child is happy, safe and secure. Staff throughout the nursery regularly praise and encourage the children's achievements helping them develop good self-esteem and confidence.

The development of children's language and communication skills are given a high priority. Babies and toddlers confidently use gestures, facial expressions and sounds to make themselves understood. They happily explore the variety of textures in the treasure baskets or squeeze and squash jelly, play dough or spaghetti. Children join in lively action songs or share stories. Letter sounds, word patterns and mathematical concepts are regularly reinforced in daily activities, such as highlighting initial sounds or counting the dots on the large soft play dice. Older children can write their own name using recognisable letters and others enjoy regular opportunities to practise their mark making skills through a variety of ways.

All staff and children follow good hygiene routines ensuring they prevent the spread of infection. Children wash their hands at appropriate times throughout the day. Staff ensure that any special diets are followed and children's preferences observed. Healthy eating is encouraged at the nursery by staff and a bowl of fruit in the entrance area ensures that children can access fruit on their arrival or departure. Children understand the importance of keeping themselves safe as they play. For example, they know they should not climb onto chairs or run in the nursery. They regularly practise the emergency evacuation procedures, ensuring they know how to react when required. All the children are confident to confide in an adult if they are upset or worried as they seek their support. For example, they tell staff when another child has upset them and discuss how others might feel if they are unkind to one another. Consequently, behaviour is good and children are supported very well by staff to develop good skills for the future.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
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

Outcomes for children in the Early Years Foundation Stage	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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