



## **Beechwood Childcare - Meriden Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	250011
<b>Inspection date</b>	14 December 2005
<b>Inspector</b>	Sharon Waterfall
<b>Setting Address</b>	Meriden Church of England Primary School, Fillongley Road, Meriden, Coventry, West Midlands, CV7 7LW
<b>Telephone number</b>	01676 523637
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<b>Registered person</b>	Beechwood Childcare Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Beechwood Day Nursery opened in 1999. It operates from a purpose built, single storey building, sited on the Meriden Church of England School Campus in Meriden, which is a rural area of the Solihull Local Education Authority.

The nursery is privately run and is managed independently of the school whose campus it shares, however, during term time, teaching staff from the school have access to the large pre-school room where they run a nursery class each morning.

During the afternoon the room is used by nursery staff to care for up to 26 children who attend the out of school group. During the school half term weeks the group operate a holiday club.

There are currently 76 children from 0 to 8 years on role. This includes 2 funded 3 and 4 year old children. Children attend for a variety of sessions. The setting supports children with special educational needs and children with English as an additional language.

The nursery opens five days a week throughout the year. Sessions are from 07.30 until 18.00.

There are 11 full-time and part-time staff who work with the children. Two thirds of the staff have early years qualifications. The setting receives support from the Early Years Development and Child Care Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Throughout the nursery the children learn about the importance of good personal hygiene from effective procedures, staff explanations and well-planned daily routines. They are encouraged to wash their hands after messy play and before eating. Excellent procedures, such as staff wearing disposable gloves and aprons for nappy changing, individual face flannels for the younger children and paper towels throughout the nursery sustain high levels of hygiene and help prevent the spread of infection.

The children benefit from a very healthy diet. Younger children are offered drinks regularly while older children help themselves to water at any time. They enjoy well presented, varied and nutritious meals and snacks throughout the day. Older children are learning about healthy foods through topics and develop decision making skills as they are able to choose from different choices for their snacks. Fresh fruits and vegetables are provided daily. Younger children's individual routines and preferences are adhered to well.

Staff use the 'Birth to three matters' guidance very well to provide a good range of physical play experiences for babies and children to age three. All are able to rest according to their needs. The older children also enjoy and learn about the importance of physical activity in maintaining a healthy lifestyle within the nursery education. Regular indoor and outdoor physical play enables them to develop all aspects of large motor skills. They are able to balance well. Younger children ask for support as they find the limits to their own abilities but are growing more confident with practice. They climb, slide and swing on large apparatus and are able to pedal and steer bikes and scooters around obstacles. They move their bodies with purpose to direction and when pretending during action rhymes and role play. The children show good rhythm in moving to the beat and speed of music. Small skills are developed through the use of a range of materials and mediums, such as pencils,

spades, scissors and construction.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The setting is gloriously stimulating, with attractive child-centred posters, numerous items of personal equipment and extensive displays of children's creative work, making it appealing and welcoming for all children. Their sense of belonging is truly fostered by the routines and warm welcome from cheerful and caring staff. All areas of development are fostered as the children freely access an extensive range of stimulating toys, equipment and furniture.

The staff are very aware of possible risks to children's safety and have taken thorough steps to remove hazards in the setting and as a result the children are able to play, eat and sleep in very safe premises. All children are learning how to keep themselves safe, for example by participating in regular fire evacuations and through staff's explanations of safety issues.

Children's protection from abuse and neglect is promoted through the staff's sound knowledge of signs and symptoms. The person with responsibility for this area has a very clear understanding of the procedures to follow where staff may have concerns about a child.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The 'Birth to three matters' framework is used well to aid the development of children under three years of age and to help them achieve. Babies receive lots of cuddles from caring staff who consistently give interaction and form close bonds with the children, which increases their sense of well-being. The children benefit from routines which are consistent with their individual needs. Activities are planned to stimulate the children's experience of texture and provide many new experiences in a secure surrounding. The children show obvious delight in being praised by staff for achievements such as pulling to stand unaided and making their own painted footprints. Babies develop early communication skills as they engage with staff who respond positively to their non-verbal sounds during play. Children aged two to three years are beginning to happily play together and with familiar adults using a variety of resources and equipment. Their full involvement in exploratory opportunities such as playing with bubbly water, flour and play-dough and soap flakes enables them to initiate aspects of their own learning. They have obvious fun, they get messy and they laugh whilst engaged in these activities.

### **Nursery Education**

The quality of teaching and learning is good. The children are making steady progress towards the early learning goals as staff have a secure knowledge of the Foundation Stage. The stepping stones are used to record children's progress

sufficiently to identify children's achievements, though information from assessment is not currently used to plan specific aspects of individual learning. Planning is based on the stepping stones and shows a main focus for learning within each area of learning during the week. The strength of the teaching, and what enables the children to be involved fully in aspects of their own learning, is the time given to children on self-chosen tasks. These tasks tend to be the more exploratory ones, where the children investigate and explore textures, experiment and learn from self-made outcomes.

The children have an excellent sense of belonging within the nursery and are encouraged to identify with their own needs. They show a great deal of care and compassion for one another and are developing into kind and considerate individuals. Their social skills and concepts of sharing are mature with older children ensuring that all have sufficient resources and negotiate terms for the use of tools. On self-chosen tasks the children spend extended periods of time, fully engaged and concentrate well. They are motivated and enjoy activities that are supported by excited and interested staff.

The exploratory activities provided enable the children to use problem solving and investigative skills. They question how things work and compare changes to textures discussing with peers the differences in their textures and use language to describe to others the consistency and change. Within these investigations the children discover new skills, such as how to make bubbles in liquid and then use mathematical language such as bigger and smaller to describe them. Problem solving skills are also used as they think about how to get very thick and sticky dough off tools and identify that dough is too small to use a specific cutter and so add more to the item. Through these activities they also learn about the world around them as they learn about how ice is made and play in the first snow falls of the season. Rain is collected in jugs and the children measure how much has fallen, then they practice writing for reasons as they record the information. The children also write cards for Christmas and make marks as they draw, paint and trace over writing. Pre-reading skills are developed as they recognise their name cards at meal times, look at both fictional stories and factual books. Though children use a computer to support learning, use of other technology is limited.

### **Helping children make a positive contribution**

The provision is outstanding.

The staff have a tremendous commitment to equality of opportunity, they recognise children as individuals and as a result the children benefit from having their differing needs comprehensively met. The staff have experience in caring for children with special needs and carefully plan activities to accommodate particular routines and requirements. Children are able to access a wide and meaningful range of exciting resources and activities to actively raise their awareness of diversity and to promote their understanding of others. For example, role play equipment and cookery and craft activities provide exciting opportunities for children to explore other cultures and traditions. Children's social, moral, spiritual and cultural development is fostered.

Children behave extremely well and frequently show care and concern for one another. Even young children have excellent manners and older children have learning agreed codes when working together, such as sharing and turn taking. Staff have high expectations and a positive approach to behaviour management. The nursery children respond well to gentle reminders to care for their environment, nursery resources and each other.

Children thrive as a result of the outstanding continuity of care which has developed through the first-class partnership with parents. The staff take every opportunity to involve parents in the care of their children. They have a number of strategies to exchange information on children's progress and on developments in early years care and education, with particular attention given to one to one discussion and open communication.

## **Organisation**

The organisation is good.

Children are cared for in age appropriate groups, within bright and warm rooms that have been specifically planned to enable them to initiate many aspects of their own learning. Staff are consistent and each child has a specific key worker, who effectively plans and assesses their overall development with links to support-staff and parents. Relationships particularly for the babies are strong, with lots of cuddles and affection shown. The environment is safe and enables children to move around freely and with confidence.

The organisation and leadership and management within this setting is good. It is constantly and effectively monitored, evaluated and reviewed. The children's needs are the priority of this facility and this is evidenced within all aspects of staff meetings, planning, assessment and the atmosphere generated through discussion with staff. Policies and procedures are consistently applied throughout most of the nursery.

Staff complete successful induction processes and are involved in any changes to the running of the setting through regular staff meetings and in-house training. Children benefit from staff who are well qualified and have excellent knowledge of not only child development but of the Foundation Stage and 'Birth to three matters' curriculum. Children benefit from the support given to the staff from in-house advisors for curriculum and training. The management team are also very supportive and ensure they have a grasp on day to day issues by regularly visiting the setting.

Overall, the needs of the range of children attending are effectively met.

## **Improvements since the last inspection**

At the last inspection recommendations were made to improve children's care and key issues were raised to improve the nursery education. The recommendations related to safety issues and organisation. A risk assessment has been effectively put into place, this is on-going and all staff take responsibility for identifying any hazards and reporting these to management. The risk assessment clearly shows risks and the

timescales in which they have been resolved. Sleeping babies are frequently checked and staff record every ten minutes on a chart to evidence this. A visitors book is in place at reception and records accurate times of visitors arrival and departure. A complaints procedure is in place with the regulators contact details fully visible at the entrance to the setting. With the implementation of the 'Birth to three' curriculum and staff's updated training, activities for children under three years are stimulating and fully support their overall development. These improvements have been implemented effectively and so support children's care, safety, welfare and development.

The key issues for nursery education relate to improvements in mathematics and knowledge and understanding of the world areas of the Foundation Stage. To ensure that children use number as part of the everyday routine, a flip chart has been introduced to snack time. The children have a picture of the snack and a number of how many items they can have, they also recognise numbers on the chairs. During circle time each morning the children identify the date. This ensures that they are using and recognising numerals.

### **Complaints since the last inspection**

There have been no complaints to report since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure staff's accurate attendance is consistently recorded.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend use of assessment information to plan individual children's future learning
- extend children's opportunities to use technology to support learning.

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