

# Beechwood Childcare - Meriden Nursery

Inspection report for early years provision

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<b>Type of setting</b>	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 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, located in 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. During the afternoon the room is used solely by nursery staff to care for up to 26 children, who attend the out of school group. During school half-term weeks the group operates a holiday club.

There are currently 63 children from birth to eight years on role. This includes a number of grant funded three and four year old children. Children attend for a variety of sessions. The setting supports children with special educational needs and children for whom English is an additional language.

The nursery opens five days a week throughout the year. Sessions are from 7.30am until 6.00pm.

There are seven full-time and one part-time members of staff who work with the children. The manager has a Level 6 qualification in child care, and over half of the staff have early years qualifications to at least Level 3. The setting receives support from the local authority. Staff have access to ongoing professional training and development.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children receive the highest standards of care and education in a setting that strives for excellence in all that it does. The capacity to improve is also outstanding, with all issues from the previous inspection having been addressed systematically. The setting is particularly inclusive, with no access issues, and all children with English as an additional language or special educational needs catered for in an exemplary way. The nursery is able to determine its strengths and how to maintain the highest quality of provision.

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

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

- further explore the role of family learning in the development of children.

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

All aspects of leadership and management are outstanding. The role of safeguarding is central to the work of the nursery and all children are kept robustly safe and secure on a site where personal well-being pervades all that the nursery does. Procedures for recording staff attendance are now exemplary, a residual issue from the last inspection. Checks on all staff, including recruitment and vetting, are systematic, ensuring all procedures follow national recommendations and all statutory requirements are met. The accident book and all other requirements such as fire drills, the administration of medicines and risk assessments, are kept up-to-date. All staff have reached the minimum level of qualification required, but in most cases this is exceeded, with the manager on a Level 6 qualification. The new manager has the highest expectations of the children and staff: ambition is embedded and improvement is driven as she communicates her ideas effectively, sharing them with staff in a formal way in meetings, as well as through less formal conversations. All staff contribute to the notion of improving and maintaining the excellent provision.

Partnerships with other early years groups, the local authority and other agencies is highly effective. The setting has access to the widest range of up-to-date training, which the staff participate in. Activities such as safeguarding, child protection, first aid and risk assessment sessions contribute to the maintenance of the highest standards of care, with regular early years training ensuring that staff offer creative and imaginative activities for all children to learn and enjoy.

Another strength is the nursery's involvement with its parents. All parents questioned confirm that the provision is of the highest standard and that they would recommend it unreservedly. Equality and diversity is promoted excellently throughout the nursery, within a totally inclusive setting. Children bring in items from their holidays and these are used as new starting points for an understanding of the world. Additionally, children become aware of a range of cultures and religions from events and displays. All children with additional learning needs make excellent progress.

Resources both indoors and outdoors are of the highest standard. Since the last inspection the setting has secured a range of electronic resources to enhance and extend opportunities for play and learning. The nursery evaluates its work thoroughly and robustly, and is moderated by the parent organisation. This self-evaluation leads to the maintenance of the highest standards within an open ethos that promotes discussion about the needs and interests of all children and how to cater for them. Planning of all sessions is exemplary, using all available information about the children and links consistently to the elements of the statutory framework. The role of key workers is highly developed and instrumental in ensuring that all progress is recorded systematically, contributing to the construction of a profile that is extremely helpful in preparing for the next stage of the child's education. Levels of intervention and support are excellent.

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

All outcomes for children at the nursery are outstanding. Children experience a wide range of activities that truly contribute to their overall development. There are designated areas within the setting specifically dedicated to the promotion of the early learning goals, for example, communication, literacy and language, creative development, numeracy and so on. Although, the children do not recognise this compartmentalising of learning, it means that staff have resources ready at hand to introduce when children become interested in a particular idea or theme. For instance, when children were playing outside on toy cars, a member of staff skilfully improvised a petrol station, thereby enriching the opportunities for a range of early years elements, particularly language and numeracy. Mark-making is enjoyed by all children, and children are encouraged to recognise their own names on cups and drinks. Many activities are developing children's physical skills, especially fine motor ones. All children replicate the calm and patient modelling by all staff, who have the highest expectations of behaviour. This outstanding behaviour of all children towards each other and the staff is evident throughout the whole nursery, where a positive ethos is apparent. All adopt healthy lifestyles, and children are very able to make sensible decisions about their safety and what they should choose to eat and drink. Children make an outstanding positive contribution to each other and the nursery, always wearing appropriate clothing and acting safely with the resources on hand. They enjoy the activities and talk about how much they like being at the nursery.

Parents confirm that their children feel safe and develop strong personal attachments. Children are clearly developing skills for the future in problem solving, collaboration and communicating their ideas and taking turns. Children make excellent progress towards the early learning goals, which are recorded systematically and used as a basis for the further resetting of targets and the planning of activities to address them. There is no longer an issue around assessment, as recommended at the last inspection. Children's 'all about me' files are used to ensure a smooth transition towards the next stage of their education. Parents are able to review these files on a daily basis, if required, and are made from a range of observations and pictorial evidence to support the extent of individual progress achieved. Parents feel fully involved with the work of the nursery and are kept informed by regular newsletters. The nursery is considering the role of more family learning, which could further enhance partnerships and reinforce skills acquired at the nursery within a home setting. Care and hygiene are also outstanding. The nursery is spotlessly clean, with children developing the highest standards of personal hygiene and routines, in accommodation that is purposely fitted out for use by young children in an excellent way.

## 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

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