



Beacon Hill Day Nursery

Inspection report for early years provision

Unique Reference Number	EY246110
Inspection date	22 November 2005
Inspector	Angela Hufton
Setting Address	29 Beacon Hill Road, Newark, Nottinghamshire, NG24 2JH
Telephone number	01636 704823
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Registered person	Beacon Hill Day Nursery
Type of inspection	Integrated
Type of care	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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Beacon Hill Day Nursery registered in 2002 and operates from a detached chalet bungalow situated on Beacon Hill Road, which is a residential area of Newark, within easy reach of the town centre. Outside there is a grassed play area and tarmac area to the rear with a car park to the front. The nursery opens Monday to Friday, 51 weeks a year, and from 07.30 hours to 18.00 hours. An earlier or later time of arrival or collection can be negotiated by arrangement.

The day nursery is registered to provide 60 places for children under 8 years. It accepts children from 6 weeks to 8 years-of-age. Children attend on both a full and part-time basis and are organised into groups which take account of children's age and ability. Currently there are 132 children on roll, including 21 children receiving funding for nursery education.

All staff hold a recognised qualification in childcare appropriate for their post, with some working towards the National Vocational Qualification in Childcare and Education at level three. Staff access additional training and receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean environment where they begin to learn about the importance of good hygiene for their health. Older children know why they need to wash their hands because of germs. However, self-care practices are not consistently supported. For example, children are not always reminded to put their hand in front of their mouths when coughing. This does not develop their understanding of the need to take steps to keep themselves and others safe from infection. Children that are ill receive suitable care; procedures for administering medication are good and ensure the correct treatment is given. Children have appropriate care in the event of accidents because most staff hold a first aid qualification. Whilst suitable hygiene procedures are generally followed to lower the risk of cross-infection, this is not consistent to ensure all risks are minimised. For example, staff do not always wear gloves or aprons when changing babies nappies.

Children enjoy meals and snacks that are freshly prepared and nutritious. They access some healthy snacks, such as a variety of fruit and begin to understand about healthy choices. Children receive regular drinks to ensure they are not thirsty. Meal times are social occasions; staff sit and eat with children and babies, supporting their understanding of appropriate behaviour.

Children have ample opportunities to be active and develop an understanding of exercise and physical activity for their health. They use a very wide range of outdoor equipment, including a good selection of wheeled bikes and tractors, developing high levels of competence in pedalling and coordination. Children go on numerous outings and build up stamina on regular walks, such as to the local train station or visiting a horse and foal in a nearby field.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a setting that is bright, stimulating and very welcoming. The premises are at an appropriate temperature and well-ventilated. Children access a large and secure outdoor play environment, with different areas providing a variety of

safe outdoor play experiences. The baby room is child-centred and homely enabling young children to move safely. Children use suitable and safe toys and equipment because detailed maintenance routines are followed and resources are appropriate for their stage of development. They safely access toys because storage arrangements are well thought out. Children are kept safe on the premises and on outings as staff take steps to minimise accidents through close supervision and detailed risk assessments.

Children are kept safe in the event of a fire because staff are familiar with procedures. Appropriate fire safety equipment is in place and practises are carried out on a regular basis to ensure children are familiar with the evacuation plan. Children learn how to stay safe because staff give clear explanation. For example, staff remind children to sit sensibly on chairs so as not to fall and bump their heads. Their welfare is suitably promoted in the event of child protection concerns. Staff are aware of their roles and responsibilities and undertake relevant training to ensure current procedures are followed.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages are contented and settled within the nursery. Mobile children are confident in moving freely round their designated play areas. Baby room staff often spend time directly with children, talking with them, helping them to feel secure. Older children are relaxed in their dealings with others and form good relationships with their peers and staff. They invite others to join in their play and freely talk to staff, particularly during meal times. Staff effectively using these opportunities to develop children's language.

Children take part in a broad range of activities that are generally suited to their age and stage of development. This includes numerous outings such as trips to the local park to feed the ducks. Most children participate readily in activities offered and are often occupied and busy in their play. They have good levels of confidence and self-esteem supported through praise and encouragement from staff. Children enjoy the animals in the setting and are keen to be involved in their care, such as feeding the rabbit pieces of carrot. This supports their understanding of what animals need to grow and develops their care and concern for living things.

Nursery Education

The quality of teaching and learning is satisfactory. Children make sound progress towards the early learning goals as staff have a suitable understanding of the Foundation Stage and how to develop children's overall learning. Through effective questioning techniques by staff, children are able to think and predict for themselves on many occasions. Children are constantly spoken to by interested staff who involve themselves in the children's play. Children's self-esteem is nurtured with lots of praise and encouragement. They display good behaviour that is appropriately managed by staff. Children are clear on the rules and boundaries within the setting. Daily planning ensures that children have opportunities to select their play from a suitable range of activities. Whilst some observations are carried out to ascertain children's general

progress along the 'stepping stones', these are not sufficiently rigorous to ensure all aspects are covered to build a true picture of the child's current achievements. Consequently, assessments are not used effectively to inform planning for individuals or small groups. This does not enable clear learning intentions to be identified to support children's progress.

Daily routines are used effectively to support children's independence. They take off and hang up their own coats; choose and put on protective aprons; most wash and dry their hands after using the toilet. Children use numbers confidently in their play and some children easily count to ten and beyond. They recognise numbers in their environment and know to count out how many cups are needed for milk time to match the numbers of children present. They enjoy numbers when singing simple counting songs, however, there are less opportunities to extend children in the area of calculation. Children experience a range of music styles, including classical, to promote their enjoyment and learning. All ages of children work cooperatively together. Children have good opportunities to recognise and write their name through routine activities such as naming their creative work. Their mark making skills are reasonably fostered when accessing opportunities through planned activities. Children use books appropriately, holding them correctly and turning one page at time, demonstrating their knowledge of how books work. They re-tell familiar stories in their own words. Children enjoy books. They access a varied range of creative activities and practise skills through painting, drawing and model making, including making posters of their names from matchsticks.

Children develop their imagination through role play situations and enjoy putting actions to music and singing familiar songs, which they do with confidence. Children develop their sense of time and place, for example, as they explore photographs of visits out in the community. They make models with a variety of construction kits, demonstrating their developing design skills. For example, designing a 'bug'. Children try out their physical skills in a variety of ways on the wide range of equipment such as with a parachute, throwing balls, riding tricycles and climbing on the frame in the garden. All children understand about the need for a healthy diet to promote their health and talk about milk being good for their teeth and bones. Some children understand how their bodies grow and talk about how their hair grows. They begin to understand about weather such as it needs to be cold to snow.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting. Staff know the children well and are aware of each child's individual care needs. Babies routines are flexible to meet their individual sleep and feeding patterns. Older children follow established daily routines, such as sitting together for drinks or meals, and begin to understand how to act in group activities. Children with special needs are welcomed at the setting and a detailed policy helps to ensure their needs are met.

Children enjoy some opportunities to develop their understanding of the wider world. For example, through jigsaws of other cultures, trying foods from other countries and

outings in the local community. They access a range of resources to support this, including a selection of dolls and books. Children behave well and their good behaviour is suitably promoted. They are encouraged to share resources and take turns, and are learning to take responsibility for their own actions. Overall, children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory.

Children's welfare is supported through parents' access to regular newsletters, notice boards, the nursery prospectus and informal chats at the beginning and end of each session. Whilst effective systems are not in place for parents to formally contribute to observation and assessment plans for children in receipt of nursery education funding, informal systems ensure parents are kept up to date on their child's progress. This encourages parents to be involved in their child's learning, supporting their child's development.

Organisation

The organisation is satisfactory.

Children receive high levels of support and supervision to help them feel settled and confident in the setting. Each child has a key worker enabling them to build secure relationships, with staff working well as a team. Children have their individual care needs appropriately met because staff know the children well. For example, babies are settled to sleep as they become tired, with staff aware of each child's preferences for particular comforters. Children move freely in the setting and access sufficient resources because staff organise space well.

Children benefit through staff regularly accessing training to enable them to improve the care offered. They receive appropriate care from new staff because suitable induction procedures are in place. Children are well protected from unvetted persons. All staff changes are notified as required and checks carried out. Children's care is promoted through the appropriate use of policies, procedures and record keeping. Most records are in place and contain sufficient details. A staff register is not accurately maintained and consequently does not meet regulatory requirements. This does not promote children's welfare in the event of concerns.

The leadership and management of funded nursery education is satisfactory.

Children are appropriately supported through the pre-school room staff and manager working closely together. The proprietor demonstrates a clear commitment to improve the education provision, through working closely with the Early Years Development and Childcare Partnership. However systems to monitor and evaluate the provision are not sufficiently robust for the management to identify weaknesses and improvements needed.

Overall the care and nursery education provided meets the needs of the range of children who attend.

Improvements since the last inspection

At the last care inspection the setting agreed to four recommendations; to improve induction procedures for new staff with regard to hygiene; to meet children's individual needs for rest and meal times; to ensure sufficient staff working directly with the toddlers; to ensure all staff can positively manage a wide range of behaviours. Appropriate steps have been taken in all these areas to promote children's welfare and development.

At the last education inspection the setting agreed to two key issues. The setting have developed their questioning skills and are beginning to intervene in activities in order to challenge the older and more able children, extending the children's learning. The second key issue was to improve the systems and opportunities for observing children and recording their progress. Whilst some observations are beginning to be carried out and children's overall progress is recorded, this is not sufficiently developed to clearly show children's current level of attainment and does not inform future planning to challenge and extend children's capabilities. A recommendation has been carried forward to continue to improve observation and assessment of children's learning.

Complaints since the last inspection

There are no complaints made to Ofsted since the last care inspection. The provider is required to keep a record of complaints made by parents, which can be seen 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 appropriate hygiene measures are followed at all times and children are encouraged to learn about good self-care practices
- ensure all records are in place with reference to staff registers.

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):

- improve the frequency of observation in order to accurately inform the assessments, using the assessments more effectively to guide teaching and enable parents to contribute to the assessments of their children
- develop planning to more clearly identify learning objectives, based on each child's next steps in learning, especially to challenge older or more able children, ensuring a balance of activities across all areas of the curriculum.

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