



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 304975

DfES Number: 523451

### INSPECTION DETAILS

Inspection Date	15/09/2003
Inspector Name	Ron Goldsmith

### SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	BENISON DAY NURSERY
Setting Address	RAKE LANE ECCLESTON, CHESTER CH4 9JN

### REGISTERED PROVIDER DETAILS

Name	. Benison Nursery School Ltd
------	------------------------------

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Benison Day Nursery has been open since 1986. The nursery is situated in a rural area on the outskirts of the city of Chester. There is also an Out of School Club which is situated on the upper level of the Baby and Tiny Tots House. The nursery is registered to provide full day care for 67 children aged 0-5 years (opening hours are from 7:45 am to 6:00 pm, Monday to Friday) and the Out of School Club is registered to provide care for a maximum of 23 children (during term time and holiday time). Benison Day Nursery and Out of School have a special needs policy in place but there are currently no children attending who have special needs. The nursery is in receipt of funding for 3 and 4 year olds and appropriate activities which cover the foundation stage curriculum are provided under the guidance of a qualified teacher and qualified nursery nurses. These activities are planned to promote and develop children's social, intellectual, physical and emotional skills in a stimulating and fun environment.

### How good is the Day Care?

Benison Day Nursery Provides good quality care for children aged 0-8 years.

The interaction of staff with the children is carefully balanced. Children are able to play and learn independently. They have opportunities to initiate their own activities and explore freely whilst at other times receive the support and direction of staff.

The premises are bright and stimulating with easy access to a spacious and secure outdoor play area, with a good range of equipment especially designed for children's use. Good use is made of space allowing for a greater freedom of movement amongst groups of children.

Space is organised to meet requirements and used creatively.

Staff adopt appropriate strategies for managing children's behaviour in practice. Staff reinforce good behaviour and help children learn to understand the boundaries which aids the settling in process making the environment conducive to effective

learning. Staff praise good behaviour and skilfully manage minor disruptions.

The staff work well together as a team. All staff are clear about their roles and responsibilities. The proprietor invests considerably in an on going staff training and development programme. Staff are fully involved in planning a diverse and interesting range of activities which build on children's natural curiosity.

There is good partnership with parents and carers. They know what is going on through regular newsletters, parents evenings and talking with staff. Home contact diaries are used.

#### **What has improved since the last inspection?**

At the last inspection the provider agreed to update their child protection procedure and to maintain an incident record book, both of which have been completed. In addition the nursery agreed to keep copies of staff driving licences on the premises and to provide evidence of how staff to children was maintained correctly. This information was clearly available.

#### **What is being done well?**

- The provision provides a range of interesting and stimulating activities which help support children's learning and development.
- Very good records, policies and procedures which are required for the safe and efficient management of the provision are maintained.
- Relationships with parents are very good. The provider works in partnership with parents to ensure children are looked after according to parents wishes and procedures are in place to keep parents informed about the provision and their children, including regular newsletters.
- Provision for babies and toddlers is very good. Staff give excellent attention to meeting babies individual needs for eating, sleeping and exchanging information with parents. They plan activities well to give babies and toddlers interesting sensory experiences.
- At the out of school club/holiday play scheme children take part in a range of activities. Children find play materials and equipment stimulating, fun and interesting providing sufficient challenge in the process.
- The nursery is committed to a process of continual development and improvement of it's practice and provides training and support to enable this.

#### **An aspect of outstanding practice:**

The provision has a strong commitment to training and investing in staff. The provision benefits from staff who are loyal to the nursery - (turnover of staff is low) and children benefit from consistency in the work force.

#### **What needs to be improved?**

- continue to develop the nursery's planning and assessment methods for children under three years (standard 3)
- repair roof above toddler area where some slates are missing or loose. (standard 4)
- ensure outdoor area for nursery school children is safe at all times (standard 6)

### Outcome of the inspection

Good

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	continue to develop the nursery's planning and assessment methods for children under three years.
4	Repair roof above toddler area where some slates are missing or loose.
6	Ensure outdoor area for nursery school children is safe at all times.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Benison Private Nursery offers very good quality overall nursery education where children enjoy learning through a broad and balanced curriculum of exciting and stimulating practical activities and routines. The children are making very good progress towards the early learning goals in all six areas of learning and are happy, confident and secure within the setting.

The quality of teaching is very good. The established, well-qualified staff team are secure in their knowledge and understanding of the early learning goals and how children learn enabling them to plan effectively for children to make progression in all areas of learning. Key workers know children well as they observe their efforts and discuss how to take them forwards in their learning at weekly planning meetings however, they do not record their observations or indicate it on the planning. They are highly professional in their approach to teaching providing a secure, stimulating atmosphere where children are motivated and well-behaved. They provide children with a well-organised learning area where children access good quality and plentiful resources. The key strengths in all six learning areas are mainly due to the staffs skilful interaction with children as they link learning areas together, re-visit and re-enforce previous learning and use well-prepared props to give meaning to the children's learning. Staff foster children's self-esteem, independence and initiative in an atmosphere of mutual care and respect.

The leadership and management of the setting is very good. There is a strong commitment to professional development for all and the quality of care and education for all children who attend. Team work is a strength of the setting, roles and responsibilities are clearly defined and contribute to the harmonious and effective learning environment.

Partnership with parents is very good. The setting shares both informally and formally children's progress towards the early learning goals.

### What is being done well?

- Comprehensive long, medium and short term planning through themes and continual provision provides breadth and balance across all six learning areas.
- Children are confident fluent speakers and attentive listeners who are kind and considerate to each other and the environment and have formed good relationships. They are happy, secure and motivated independent learners.
- Children explore and investigate using all their senses and express their imaginations creatively in art, design, music and role-play.
- A secure knowledge and understanding of the early learning goals and effective teaching engages and sustains children's interests and efforts in a

stimulating, well-organised and resourced learning environment.

- Children's progress is shared with parent's both formally and informally.
- Strong leadership and management and effective teamwork contribute to an harmonious working environment and good standards.

#### **What needs to be improved?**

- observation records;
- planning for children's individual progress.

#### **What has improved since the last inspection?**

At the last inspection the setting were asked to give consideration to indicating staff deployment on their planning. The setting now clearly indicates staff deployment on the planning and state they have found this to be useful in helping to take children's learning forward.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and motivated learners as they engage in stimulating practical activities working co-operatively and independently with good concentration. Children have formed good relationships and treat each other and their environment with respect. Children are well-behaved, taking turns and sharing fairly and are polite. Children have well-fostered self-esteem, independence and initiative as they select materials, support their own play and display their work.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are fluent speakers who initiate and hold conversations using a wide vocabulary. They listen attentively, responding to instruction and stories predicting what might happen next. Children hear and say letter sounds as they link them to letters in everyday routines and understand the meaning of print as they freely access books for pleasure and reference and spontaneously mark-make in meaningful situations. Children form recognisable upper and lower case letters when writing..

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children reliably count, recognise and sequence successfully numbers 1-20, and solve simple number problems in everyday routines and activities. Children are learning about volume, capacity and weight as they pour, fill and estimate in the sand and water, using mathematical language to support their actions. They recognise the properties of and name 2/3D shapes spontaneously in their play. Children compare, order, sort and match using commercial equipment, natural materials and real situations.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate and explore a wide range of objects, living things and materials using all their senses, they look closely at similarities, differences and change and record their findings. Children are learning about place through interesting visits, map work and visitors from the local community. They build and design with a purpose and are learning about their own and other cultures in meaningful ways. Children confidently choose and use simple everyday technology to support their play.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children move confidently and safely around the setting with good awareness of space, themselves and others. Children use large and small equipment effectively as they climb under, over and through, jump, slide and balance with confidence. They manoeuvre wheeled vehicles, throw, catch and kick balls and make large and small constructions. Children have well-developed hand and eye co-ordination as they select and use a wide range of small tools to support their play.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children represent their ideas, experiences and feelings in their own styles through a wide range of art and craft media learning about colour, texture and shape in everyday meaningful activities. Children are developing their imaginations as they engage in role-play, making-up and acting out stories and rhymes. Children sing rhymes from memory and are learning simple songs, they move rhythmically to music in their dance lessons and explore the sound of simple percussion instruments.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
---



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to improving the following;
- further develop the planning system to clearly indicate how children's individual progress will be catered for, identified from observation records.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*