



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 250011

DfES Number: 533797

INSPECTION DETAILS

Inspection Date 28/09/2004
Inspector Name Janet Ann Keeling

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Beechwood Childcare - Meriden Nursery
Setting Address Meriden Church of England Primary School
Fillongley Road, Meriden
Coventry
West Midlands
CV7 7LW

REGISTERED PROVIDER DETAILS

Name Beechwood Childcare Limited 4478848

ORGANISATION DETAILS

Name Beechwood Childcare Limited
Address 97 Beechwood Park Road
Solihull
West Midlands
B91 1EU

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

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 43 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 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 ten full-time and two part-time staff who work with the children. Half the staff have early years qualifications. The setting receives support from the Early Years Development and Child Care Partnership (EYDCP). Staff have access to ongoing professional training and development.

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

How effective is the nursery education?

The provision for nursery education at Beechwood Day Nursery, Meriden is generally good. It enables children to make generally good progress towards the early learning goals in mathematics and knowledge and understanding of the world and very good progress in all other areas of learning.

The quality of teaching is generally good and contributes effectively to the children's progress towards the early learning goals. Staff have created a friendly and relaxed environment which promotes children's learning and captures their interests. Staff encourage children to learn through a variety of adult-led and child-initiated activities which support children's learning and development in all areas. However, attention is needed to strengthen the programme for mathematics and knowledge and understanding of the world. Staff are calm, patient and have developed positive relationships with the children. Children's behaviour is good due to the consistent and caring management of the children. Current changes in the assessment procedures indicate that assessments will be linked to planning.

Leadership and management is very good. Strong leadership provides good support and guidance for staff. Staff work effectively as a team and are clear about their roles and responsibilities. Managers and staff are fully committed to improving the quality of the educational programme. Staff are encouraged and supported to access further training and development. Staff meet regularly to plan and review the curriculum and work closely with a teacher mentor.

Partnership with parents is very good. Parents are made to feel welcome through personal contact, and are kept fully informed of their child's activities and achievements through daily feedback from staff. Parents have access to their child's development file at any time and receive more detailed information at the annual parents evening. Regular newsletters and notice boards provide updated information for parents.

What is being done well?

- Children's personal and social development is very good, children are enthusiastic, confident, eager to learn, express their own feelings and manage their self care needs well.
- The programme for language and literacy is well planned, children have many opportunities to speak, listen and represent their ideas. Most children are confident speakers and their language is skilfully extended by the staff's constant interaction and the use of open questions during activities and group discussion time.
- Children's behaviour is very good, due to the staff's consistent and caring management of the children. Children have clear boundaries and staff have

high expectations of their behaviour.

- Management of the nursery is very good. Staff are supported well and encouraged to develop their own skills and knowledge, they have good access to further training.
- The partnership with parents and carers is good, and is effective in helping children work towards achieving the early learning goals. Good arrangements are in place to inform parents about their child's daily activities and progress.

What needs to be improved?

- the programme for mathematics
- the programme for knowledge and understanding of the world.

What has improved since the last inspection?

The setting have made generally good progress in addressing the three key issues arising from the previous inspection.

The resources within the pre-school room have been increased. Children now have good access to a wide range of toys and equipment which promote their learning and development.

Staff's knowledge and understanding of the foundation stage and their awareness of how to promote children's learning through play has grown. The pre-school room has been divided into 'learning zones' giving children improved access to early reading and writing materials. Whilst good progress has been made in certain areas, staff should continue to develop the programme for mathematics and knowledge and understanding of the world. These issues will go forward as key issues following this inspection.

The nursery now provides good quality information about the educational provision, information is displayed on a notice board in the main entrance hall and covers the six areas of learning. Good use of written and photographic evidence has been used to support the children's progress towards the early learning goals. The nursery prospectus is currently being updated to include further information on the Foundation Stage Curriculum and the six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, work well in groups and independently. Children have developed good relationships with staff and their peers. Children's have a positive attitude to learning and respond enthusiastically to a wide range of activities. Children's behaviour is very good, they learn to share, take turns and show consideration for each other. Children express their feelings and manage their self care needs well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children engage easily in conversation with each other and adults, they listen attentively during story time. Children are shown how to handle books and use them appropriately. Children learn how print carries meaning through clear labelling of displays, storage areas and recognition of their own name. During discussion time children participate enthusiastically, they are able to recall past and present experiences.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children can count up to five and some beyond, however, children are not always encouraged to use number as part of their everyday routine. Children's understanding of mathematical terms which describe shape, position, size and quantity is developing. Children are able to name shapes, such as squares and circles, and describe the size and position of objects. Children are beginning to make sequence patterns and some can match by size and shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and show great interest in their local environment, as they examine objects with magnifying glasses found on a nature walk. Children build and construct with a wide range of objects, they use cutting and joining skills when engaged in art and craft activities. Children have access to a computer to support their learning. Children have limited experiences to learn about other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show good control and coordination as they move confidently around the nursery and whilst playing outdoors. Children have regular music and movement sessions and are developing their throwing, catching, climbing and balancing skills through well planned activities. Children develop their fine coordination skills effectively through using malleable materials, scissors and writing materials. Children are developing an awareness of personal hygiene and keeping their bodies healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate in a wide range of activities and use a good range of resources to explore colour, texture, shape and form in two and three dimensions. Children develop their imagination through activities such as, free painting, role play and dance sessions. Children explore sound effectively through singing, using musical instruments and listening to taped music. Children are encouraged by staff to contribute ideas and thoughts and are beginning to communicate feelings to others.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- strengthen the programme for mathematics to ensure children are encouraged to use number as part of everyday routine
- further develop the staff knowledge of other cultures and beliefs, and ensure this information is used to strengthen the programme for knowledge and understanding of the world.

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.