



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 250008

DfES Number: 514947

INSPECTION DETAILS

Inspection Date 11/09/2003

Inspector Name Myra Lewis

SETTING DETAILS

Day Care Type Full Day Care

Setting Name Beechwood Childcare - Haslucks Green Nursery

Setting Address Haslucks Green School
Haslucks Green Road, Shirley
Solihull
B90 2EJ

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 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

Beechwood Nursery opened in 1992. It is situated on Haslucks Green Junior School site in Shirley. There is adequate parking and access via the school playgrounds. The nursery consists of one converted classroom and a separate porta cabin, each have kitchen and toilet facilities. Both buildings are incorporated within an enclosed garden area.

The children attend the nursery from many parts of Solihull and surrounding areas.

There are currently 42 children from birth to five years on roll. This includes six funded three year olds. Currently there are no funded four year olds. The children attend for a variety of sessions. The setting will support children with special needs and with English as an additional language.

The nursery is open daily from 07:30 until 18:00 and operates for 51 weeks per year, closing on bank holidays.

Nine staff work with the children, which includes the manager. Over half the staff have an early years qualification to NVQ level 2 or 3. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership. The group is working towards the Quality Assurance Scheme and is a member of the National Day Nursery Association.

How good is the Day Care?

Beechwood Nursery provides satisfactory care for children. Staff provide a warm and welcoming environment for children and their parents. The children are divided into age appropriate groups which provides appropriate care for their stage of development, although there is no formal keyworker system in place. There are a selection of resources and equipment that enable children to access a variety of activities, however the available space and storage facilities limit the opportunities for children to choose their own play activities. Appropriate equipment is in place for the care of babies.

All policies and procedures are documented and shared with parents.

Attention to safety is generally good, although certain equipment is in need of repair. Attention to hygiene is generally good, daily routines encourage children to learn about health and safety. However some improvement to the daily working practice will ensure that hygiene routines are appropriately maintained. Children's meals are provided by outside caterers, a menu is displayed for parents to see. Children are able to access drinks easily with support from staff. Mealtimes are a sociable occasion where staff and children sit together.

Children have the opportunity to be involved in a suitable range of activities. Staff have a good relationship with the children, who are keen to participate in all activities. Theme based activities encourage children to be interested and enjoy their play, however whilst activities are prepared children have to wait and this impacts on their behaviour. Staff work well as a team and act as good role models. They offer children praise and encouragement to share and take turns and behave well.

Staff are open and friendly with parents and encourage their involvement in their child's learning. Parent questionnaires reflect positive comments.

What has improved since the last inspection?

At the last inspection there were five actions raised in relation to the deployment of staff, the environment used in the provision of care for babies, development of children's independence and self esteem, planning and monitoring of play, health and safety issues in relation to the kitchens.

Since the last inspection satisfactory progress has been made.

Staff are utilised between both units and contingency plans allow staff to be brought in from other nurseries within the group, to ensure appropriate ratios are maintained. The setting are currently recruiting one additional member of staff for the over two's unit.

Staff caring for babies have attended relevant training. Staff working with children over two provide more opportunities for children to develop their independence and self-esteem by encouraging the children to contribute to their learning by including more discussion time in the planning and to consult the children and offer them more choices. Staff identify children to help with the daily routines. Children are able to use the bathroom independently.

Planning is in place but still lacks sufficient detail.

Both kitchens have been refurbished and inspected by Environmental Health. Several staff have attended basic food hygiene training.

What is being done well?

- Warm and friendly environment where children appear happy and settled.

Staff know the children well and support and encourage children whilst they play.

- Children are offered a variety of toys and resources to stimulate their interest. Children are eager to join in and learn new skills.

What needs to be improved?

- the structure and management of the children's group time;
- the methods staff use that help children learn how to use and care for toys and resources appropriately;
- the storage facilities in the baby bathroom;
- the hygiene routines in the over two's room;
- the safety of outdoor equipment and security of outside play space.

Outcome of the inspection

Satisfactory

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	Improve the structure and management of group time to maximise the benefits for children and ensure children are encouraged to use toys, books and resources appropriately.
5	Improve storage facilities in the baby bathroom.
6	Make sure broken outdoor equipment is made safe and ensure the garden gate is made secure.
7	Improve hygiene practices in order to prevent the spread of infection.

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

How effective is the nursery education?

Beechwood nursery offers children a warm and caring environment. Staff provide a variety of play opportunities for children to make generally good progress towards the early learning goals.

Some aspects of teaching are generally good; however there are significant weaknesses in monitoring children's progress. Staff work well as a team. Theme based activities encourage children to be interested and enjoy their play. Staff provide a variety of suitable activities, although their confidence in the use of the early learning goals is limited. Staff need to evaluate the effectiveness of planning to ensure children's progress is monitored and evaluated effectively. Children's assessments are completed every three months, however this has not been done consistently.

The relationship between staff and children are good. Staff offer children praise and encouragement to behave well. Children respond well to explanations, praise and encouragement when they are asked to share and take turns.

Leadership and management is generally good. All staff complete an induction programme and are actively encouraged to undertake further training. There is a staff appraisal review each year, although there are no formal staff meetings. The setting works effectively with the Early Years Development and Childcare Partnership and are currently working towards the Quality Assurance Scheme, effective changes have been implemented within the nursery.

Partnership with parents is generally good. Staff encourage parent and carers to be involved in their children's learning by keeping them informed of planned activities using newsletters and notice boards. Parents contribute to their children's assessment, however this is limited.

What is being done well?

- Children are happy and keen to learn, they show interest in their play and are able to express their needs well. Staff encourage children to think by asking appropriate questions whilst they play.
- Partnership with parents is open and friendly. Parents are encouraged to be involved in their children's learning.

What needs to be improved?

- the assessment system to ensure regular assessment of children's progress in all areas of learning, which is then shared with parents;

- the planning and provision of activities to give children more opportunities to develop their independence;
- the opportunities for children to use writing and numbers in day to day activities and develop their mathematical thinking by the introduction of addition and subtraction.

What has improved since the last inspection?

The nursery has made generally good progress in implementing the action plan drawn up in response to the key issues from the last inspection.

Staff each have an individual responsibility for one of the six areas of learning.

Creative development offers children freedom to contribute their own ideas and express their feelings. Nursery displays reflect children's own work.

Staff consult the children about choice of activities and use of tools and equipment. Children have opportunities to explore and express themselves.

Opportunities for children to cut, fold, join and build have been increased and are included in plans, however planning still lacks detail.

Staff incorporate more discussion time with children to encourage their use of language, encourage listening and turn taking throughout the day.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are forming good relationships with staff and are becoming sensitive towards each other by listening, taking turns and learning to share. They are keen to join in activities which help them to learn and make progress. Children are beginning to develop their concentration skills, however the organisation of groups does not take account of some children's short attention span. Children are encouraged to help with routine tasks such as laying the table and serving drinks at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are beginning to listen and learn to communicate and express their needs to others. They are able to speak in a familiar group and respond to adult questions. Children are able to practice their writing skills, however the opportunities are limited. Children enjoy looking at books but have not yet learnt how to care for them appropriately.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

There are opportunities for children to develop an understanding of size, shape and develop their use of number through practical activities, such as matching similar shapes of leaves. They are beginning to sort, match and make comparisons in their play. Children are encouraged to count, however they do not develop their mathematical learning through everyday routines and activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate objects and materials using their senses and build and construct with a variety of materials. Through theme based topics they find out about their environment and the wider world. Children are beginning to develop a sense of time and are able to remember past and present events.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use a variety of tools and materials appropriately. They move around the room with confidence and have access to the garden and school hall for physical play that enables them to learn new skills, although the use of large equipment is limited. Children learn about the importance of hygiene through daily routines and their independence skills are encouraged by staff.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to experience a variety of textures in their environment, experiment with malleable materials such as paint, dough and model making. Children respond well to familiar songs and stories and are encouraged to develop their imagination. Children's experience of role play is limited due to the organisation of the imaginative play area.

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

- assess and record children's progress and learning regularly and share this with parents;
- allow more opportunities for children to access resources and play materials themselves;
- provide opportunities for children to have open access to a range of writing materials;
- increase the opportunities for children to use mathematical language in daily activities and develop an understanding of addition and subtraction.

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.