



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 250013

DfES Number: 520660

### INSPECTION DETAILS

Inspection Date 06/02/2004  
Inspector Name Janet Ann Keeling

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Beechwood Childcare - Mill Lodge Nursery  
Setting Address Mill Lodge Infant & Junior School  
Aqueduct Road, Shirley  
Solihull  
West Midlands  
B90 1BT

### 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

Mill Lodge Day Nursery opened in 1997. It operates from a purpose built building located in the grounds of Mill Lodge School in the Shirley area of Solihull. Facilities include, three base rooms, kitchen, toilet and office. There is a fully enclosed garden area available for outside play. The nursery is part of a privately owned group of childcare facilities and serves the local and surrounding areas.

There are currently thirty-seven children from birth to five years on roll. This includes five funded three year olds. Children attend for a variety of sessions. The group supports children with special educational needs and children who speak English as an additional language.

The group opens five days a week all year round, closing only for bank holidays. Sessions are from 07:30hrs until 18:00hrs.

There are nine members of staff who work with the children. Over half the staff have early years qualifications. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Mill Lodge Day Nursery provides satisfactory care for children.

Staff provide a welcoming, caring environment for children and parents, children are happy and settled. Staff are deployed effectively to ensure the safety and welfare of the children. Space and resources are organised effectively to support children's learning and play. A balanced range of toys, furniture and equipment are provided, they are in good condition and safe. All required documentation is in place, however, staff need to ensure that they fully understand and implement policies and procedures at all times.

Generally good attention is given to health and safety, although, issues regarding

medication, hygiene practices and risk assessment need to be resolved. Children are well supervised throughout the day and effective procedures are in place for the arrival and departure of children. Children are encouraged to learn about personal hygiene through well established daily routines. Children are provided with regular meals, snacks and drinks throughout the day, staff are aware of children's individual dietary needs and respect parents wishes. Most staff are aware of their child protection responsibilities and procedures are in place to report any concerns.

Children are able to access a wide range of stimulating toys and activities which support their learning and play. Children are given time to explore and investigate and make decisions about their own play and learning. Staff interact very positively with the children, they listen to and value what children say. Staff manage children's behaviour very well, staff actively praise and encourage children's good behaviour and achievements.

Partnership with parents is good. There are daily opportunities for parents to discuss and share information with staff. Parents are kept fully informed about the groups policies and procedures, curriculum planning and events in and outside of the nursery. Effective settling-in procedures are in place.

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

Not applicable, as there were no actions raised at the previous inspection.

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

- Staff work well together as a team and have developed a welcoming, friendly environment where children are happy and settled.
- Staff have a good knowledge of children's individual needs, they support children's learning through a range of stimulating activities which are both adult and child initiated.
- Relationships between staff and children are positive and relaxed, children are given opportunities to play and co-operate with each other.
- Staff actively support good behaviour through praise and encouragement, children are able to share and take turns, are helpful to each other and behaviour is good.
- Partnership with parents is effective in supporting children's individual needs, staff share information with parents regarding activities on a daily basis and are always available to discuss children's progress at any time.

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

- the risk assessment procedures
- the procedures for the administration and storage of medication
- the hygiene standards in the baby room

- the procedure for checking sleeping babies
- the staff's knowledge and understanding of the nursery policies and procedures.

### 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
2	Ensure all staff are fully aware and understand the content of the nursery policies and procedures.
6	Improve the risk assessment procedures to include ongoing action that has been taken to minimise identified risks in the garden.
6	Improve the procedures for checking sleeping babies.
7	Ensure procedures for the administration and storage of medication are implemented at all times.
7	Ensure good hygiene practices are in place and implemented in the baby room.

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

### How effective is the nursery education?

Mill Lodge Day Nursery offers a stimulating environment where children are happy and make generally good progress towards the early learning goals in communication, language and literacy and very good progress in all other areas.

Teaching is generally good. Staff have attended training in curriculum planning and have a good understanding of the foundation stage and the early learning goals. Planning is generally good and covers all six areas of learning. However, some planned activities are too long to sustain the children's interest. The assessment of children's progress is good. Staff complete detailed records of children's progress towards the early learning goals. Samples of children's work are also kept to monitor progress and illustrate attainments. The accommodation is bright and welcoming and staff generally make good use of resources to promote all areas of learning. However, there are not enough opportunities for children to freely select good quality books. Staff have high expectations for good behaviour and intervene appropriately to support children who learn less quickly.

Leadership and management is very good. Staff work effectively as a team and are clear about their roles and responsibilities. Managers are fully committed to improve the quality of the educational programme. Staff work closely in partnership with a teacher mentor to evaluate practice and identify areas for improvement. Managers encourage staff to participate in further training and personal development.

Partnership with parents is very good. Parents are given information on the educational provision through the nursery brochure, informal discussion and information displayed on the notice board. Good arrangements are in place to inform parents about their child's progress through daily discussion with staff, and the opportunity to see and discuss children's assessment records. Parents are encouraged to participate in their children's learning.

### What is being done well?

- The nursery provides a welcoming and stimulating environment with an interesting and worthwhile range of activities which promote children's learning and development.
- Staff know the children well and provide appropriate challenges for each child.
- Children's personal and social development is very good, children are confident, sociable and have caring relationships with each other and staff.
- Children's speech and language is clear and they are developing a good range of vocabulary, this is mainly due to the intervention and support from staff during activities and the use of effective questioning.

- Staff manage children's behaviour very effectively with appropriate strategies and use praise and encouragement to foster children's self esteem.
- Staff work well as a team and are committed to improving the quality of the early years education.

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

- the book corner and access to good quality books
- the organisation and structure of the sessions to ensure that planned activities are not too long to sustain the children's interest.

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

The nursery has made good progress on the implementation of the action plan from the previous inspection.

There was one key issue from the previous inspection. To develop short term plans to include information about what children are intended to learn, the role of the staff, how staff will be deployed and how children will be grouped.

Staff now complete daily written activity plans, these demonstrate how children will be grouped, what children are intended to learn and which member of staff is responsible for each activity. Staff also evaluate each activity which enables them to use the information for future planning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and eager to participate in the full range of activities. They show independence by choosing some activities themselves and work well on their own. Children respond well to adult guidance. Children are very well behaved, they are sensitive towards each others needs, demonstrated as they play well together sharing and taking turns. Children are aware of other cultures and show respect for each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Many worthwhile activities are provided to help the children develop good listening and speaking skills. Children speak confidently and clearly. Children enjoy stories and use increasing vocabulary to talk about their experiences at home and in the nursery. However, children have limited free access to good quality story and picture books. More able three year old children are beginning to form the letters of their own names and practice writing as they play

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children practice counting during purposeful activities, for example at registration time and whilst singing number rhymes. Most children can count up to five and more able children count to ten. Good use is made of mathematical language, such as 'big', 'little', 'heavy', 'light', 'under' and 'over'. Children learn about shape, size and matching through practical activities, most children name shapes confidently.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to explore their environment through a range of planned and spontaneous activities, they observe and record the weather conditions each day and have observed the life cycle of a frog. Children are beginning to develop an understanding of a sense of time as they talk about past and present events in their lives. Through planned topic work children are able to learn about their own and other cultures. Children have access to a computer to support their learning.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children play enthusiastically and with confidence as they use a range of large and small equipment. Children have daily access to outdoor play, they enjoy using wheeled toys, climbing and balancing apparatus. Children show an awareness of space and others as they play. Children use a variety of tools with confidence and are developing fine manipulative skills through activities such as modelling, cooking and construction. Personal hygiene is supported through established daily routines.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are able to express their creativity through a variety of activities such as painting, printing and three dimensional model making. Children produce colourful paintings and describe what they have painted. They are familiar with a good range of songs and rhymes and use a range of musical instruments to accompany their singing. Children develop their imagination as they play in the home corner, they make up their own stories whilst using the dressing-up clothes.

**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**

- develop the book corner ensuring children have free access to quality story, picture and reference books.
- evaluate the structure and management of sessions to ensure that planned activities meet the individual needs of all children.

*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.*