



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254428

DfES Number: 533866

INSPECTION DETAILS

Inspection Date 19/02/2004
Inspector Name Elaine Poulton

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Beeches Day Nursery
Setting Address Beechdale Community Centre
Stephenson Square, Beechdale
Walsall
West Midlands
WS2 7DX

REGISTERED PROVIDER DETAILS

Name The partnership of Karen Southall and Geraldine McWatt

ORGANISATION DETAILS

Name Karen Southall and Geraldine McWatt
Address Beechdale Community Centre
Stephenson Square, Beechdale
Walsall
West Midlands

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

Beeches Day Nursery opened in 2000. It operates from a separate nursery unit within Beechdale Community Centre, Beechdale, Walsall. The day nursery serves the local area.

There are currently 32 children from 0 to 5 years on roll. This includes nine funded three-year-olds and two funded four-year-olds. Children attend for a variety of sessions. The setting is able to support children with a special need and children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08:00 until 18:00.

Seven full time staff work with the children. Five staff have early years qualifications to NVQ level III. Two staff are currently working towards NVQ level III. The setting receives support from a teacher/mentor from the Early Years Development Partnership (EYDCP). Beeches Day Nursery is part of the Neighbourhood Nursery Initiative (NNI) and is recognised as a Voluntary Independent Private (VIP) nursery and is working towards accreditation of a quality assurance scheme.

How good is the Day Care?

Beeches Day Nursery provides good quality care for children aged 0 to 5 years.

Staff have a good knowledge of the National Standards and they are experienced and keen to extend their knowledge and skills in childcare. Staff receive appropriate training which leads to a consistent approach in their practice. There are well-documented policies and procedures in place that enable the children to feel settled and to enjoy their day.

Staff place a high priority on ensuring children's safety with detailed policies for indoors, outdoors and impromptu visits. Staff closely monitor access to the group at all times. Risk assessments are completed and safety checks are made daily. Staff

encourage children to practise good hygiene procedures and constantly give children praise.

The nursery is well organised, the space and the resources are used creatively to provide a safe, stimulating environment for the children. Children are actively involved in imaginative play. Good relationships are developed and staff spend time caring for children's routine needs. There are a good range of play activities which develop the children's knowledge and understanding of other people and how they live different lifestyles, wear different clothes and eat different foods. Although most staff talk to the children about the foods they are eating at lunchtime not all staff use this time to develop children's learning potential.

Children behave well and good behaviour is encouraged and praised. Children's behaviour is managed in a consistent way which promotes the child's welfare. Assessment records are completed and children are encouraged to develop their independence skills.

There is a good partnership with parents. Parents are well informed of how the setting operates through relevant policies and procedures. Information is shared on a daily basis.

What has improved since the last inspection?

There were four actions raised at the previous inspection which have all been addressed by the providers.

To provide an operational plan for parents. The providers have developed a comprehensive set of files with policies and procedures in the nursery office for parents to view. Abridged versions of all policies and procedures are displayed on the parent's notice board and are also available in the information pack.

To encourage children's personal hygiene. The staff encourage children to wash their hands before eating food and after visiting the bathroom and flannels are provided for children to wipe hands and face.

To designate a member of staff for behaviour management. Designated member of staff for responsibility for children's behaviour is the nursery manager.

To increase the toys that reflect positive images. There is now a wide selection of toys and resources that are available for children to play with and enjoy that reflect positive images of gender, ethnicity and disability.

What is being done well?

- There is a well-documented operational plan in place which enables the nursery to run well. Staff are encouraged to undertake training to develop their practice.
- Staff plan very good experiences for children, and they particularly enjoy imaginative play. A good range of interesting and exciting activities, toys and

resources are provided to which children have easy access and choice. Space is organised creatively and opportunities are extended to the attached library and local environment to support children's learning.

- Staff build good relationships with babies and younger children, and key-workers spend time on daily routines, caring for, talking to and comforting them as parents request. Safety is highly promoted within the nursery. Staff take appropriate steps to ensure children practise good hygiene routines. Children are consistently praised for good behaviour and good work and they show a sense of pride in doing well.
- Good relationships with parents are developed to share information to meet individual children's detailed needs. Relationships are fostered with agencies and other professional bodies that offer advice and support in business and child-care matters.

What needs to be improved?

- interaction with children at lunch time.

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	Develop children's learning potential at meal times.

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

How effective is the nursery education?

Beeches Day Nursery offers high quality provision overall which helps children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a clear understanding of the foundation stage and stepping-stones and plan a range of interesting and exciting activities to support learning and maintain children's interest. Staff manage children's behaviour well and set clear boundaries. Activities are managed well and new ideas from training are implemented to support and encourage children's learning. Staff are beginning to encourage more able children to develop personal independence skills through routine activities.

An effective system is in place for assessments to be carried out informally whilst children work and play. Individual learning plans include activities to help children move to the next stage of their learning. Staff ensure resources are easily accessible and understand how to extend an activity to enable children to reach the early learning goals. Although there are currently no children with special needs attending the setting, an effective system is in place to provide good support.

The leadership and management of the nursery is very good. Staff are clear about roles and responsibilities and work well together as a team. Professional development is supported and staff are encouraged to develop skills and knowledge through attendance at childcare training courses. Effective systems are in place to monitor the quality of teaching and identify and address training needs. Staff are committed to the provision of quality nursery education.

The partnership with parents is very good. An effective key worker system is in place which enables parents to have a named person with whom they can share information about their child. Parents are kept informed about their children's progress and are encouraged to become involved in their children's learning and the life of the nursery.

What is being done well?

- Children are interested in the activities provided and have a positive approach to self-initiated and adult focused activities. There is a good balance of staff led and child centred activities that enable children to work independently and have choices. Children are motivated to learn as a result of activities that staff present in an imaginative way.
- Staff create a stimulating environment and make very good use of the local community to help children explore, learn about different people and places and the wider world. Children have very good opportunities to learn how things work and why things happen.

- Staff are aware of their roles and responsibilities and work as part of a team to ensure that the individual needs of each child are met. Professional development is encouraged and staff are enthusiastic about developing their childcare knowledge and skills.
- Children enjoy their nursery day and interact well with staff and peers. A familiar routine is provided that promotes children's confidence. Staff encourage children's listening and speaking skills and value what children say and do, constantly praising them throughout the day. This helps children develop self-confidence and supports all aspects of their learning.
- Relationships between staff and the children and their parents are good. Letters and topic work to be covered is shared with parents so that they can help with their child's learning.

What needs to be improved?

- the challenges set for the more able children to extend their personal independence skills.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show increasing independence separating readily from their main carer and they enjoy their time in the nursery. They are involved and interested in activities showing good levels of concentration in activities of their own choosing and adult planned activities. They share and take turns on equipment and select and use resources independently. More able children are beginning to develop personal independence skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact well with each other and with adults and are able to initiate and sustain conversations. Children are beginning to recognise letters and recall sounds. Children recognise and are beginning to copy and write their own name. Children enjoy books, recognise familiar stories and handle books carefully and correctly. They have unlimited access to the library and resources attached to the nursery unit.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children can count beyond ten and some recognise numerals to nine. Children learn and talk about patterns through creative activities. Children are beginning to use mathematical language and recognise and name simple and more complex shapes through practical activities. Children are able to solve every day practical problems of sorting and sizing through everyday routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about their environment and about different places, cultures and other people's lifestyles. Children are developing a sense of time and place and are learning about the days of the week and linking days to events. They have planned and impromptu walks around the local area watching things of interest and stopping off at places to discover how and why things work. Children are developing their skills in using a computer and digital camera attachment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have a wide range of equipment to use and are encouraged to be active. They can go forwards and backwards and manoeuvre around obstacles with control and coordination. They learn about their bodies through stories, songs, role play and by taking part in 'all-about-me' discussions. Children also learn about the importance of good hygiene and understand why they wash and wipe their hands. Children use one handed tools with increasing dexterity and control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore a variety of textures through painting and collage activities and they are able to express their ideas freely through a wide range of media such as 'jelly' and 'chocolate-mousse' play. Children know colours well and some can identify shades. Children respond well to music, songs and rhymes and they join in singing the familiar words and imitating actions. Children are developing their imaginative play and join in enthusiastically with role play situations.

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

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:
- the challenges for the more able children to extend their personal independence skills during everyday routines and activities.

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.