



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 313076

DfES Number: 584369

INSPECTION DETAILS

Inspection Date	24/06/2004
Inspector Name	Patricia Ann Sang

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Beech House Day Nursery
Setting Address	10 Huyton Church Road Huyton Knowsley Merseyside L36 5SJ

REGISTERED PROVIDER DETAILS

Name	Mrs. Joan Moore
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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

Beech House Nursery is a large detached property in the Huyton area of Knowsley. It is owned and managed by Joan Moore. Families using the nursery live or work in the area.

The nursery operates Monday to Friday from 08:00 to 17:45 except for Friday when it closes at 17:30. It is open all year round and closed only for public holidays and a week over the Christmas period.

Children under three are cared for in three base rooms on the ground floor of the main building. Children over three years have a separate building, which is on two floors. An outdoor area is available for all children.

A complement of 13 staff look after the children most of whom hold a level three qualification.

Currently there are 66 children on roll, 24 are aged under 2 years, 16 are aged 2 to 3 years with 26 aged between five and eight years. The nursery also supports funded three and four year olds.

How good is the Day Care?

Beech House Nursery provides good quality care for children. Most staff hold a relevant childcare qualification with a commitment to access short courses related to their work. Children are looked after in their peer group with appropriate furniture and equipment. Policies and procedures that inform practice are in place although the staff induction is does not cover all of these. Some information is lacking in the child protection policy.

Arrangements for health and safety are generally good. Children are encouraged to brush their teeth after meals and learn about good dental care. Procedures for administering medication to children are not thorough with no records retained for future reference. Staff are mindful of the needs of young children and babies, giving

them lots of cuddles and making them feel secure.

Activities are pre planned for all groups of children. Toddlers are engrossed in their necklace making activity; they concentrate well and choose the colours they like best. Babies crawl to play on the small slide unaided, they enjoy the experience of the short ride down. Staff engage well with children. They ask questions and prompt children to think about possible outcomes. Children play imaginatively in the sand using their buckets and shell shapes to make their creations. Older children play in the garden with hoops. Children play alongside and interact well with each other.

The nursery is committed to working in partnership with parents. They share written information on a daily basis for all young children. They circulate a regular newsletter that keeps parents up to date with current events of the provision. The nursery is not yet pro-active in the sharing of policies with parents. Response from the parent questionnaires showed a high level of satisfaction with the provision.

What has improved since the last inspection?

At the last inspection it was agreed that procedures for lost or uncollected children be prepared, attendance records established show times of arrival and departure for children and staff and a risk assessment be carried out to include checking the safety of toys. It was also agreed that a copy of the Area Child Protection Committee procedures be obtained, a working knowledge of child protection be acquired with an identified staff member to take lead responsibility.

A procedure is now in place for lost or uncollected children and ensures that staff know what to do in such a situation. Attendance records show times of arrival and departure for children and staff making it clear who is on the premises at any given time. A risk assessment has been carried out covering all aspects of safety. It identifies how risk is to be addressed and minimised thus providing a safe work and play environment. The deputy is the named person for child protection issues; she has accessed training and has the certificate on file. A copy of the Area Child Protection Committee procedures has been acquired for ongoing reference. The nursery now have confidence in dealing with a child protection issue although a procedural matter still needs to be addressed.

What is being done well?

- Provision for babies and under two's is good. Staff recognise the need for them to be cuddled at times. They adapt art and craft activities and make them appropriate to their age and ability. Play equipment is stimulating and encourages them to explore and investigate.
- Playrooms are organised so that messy play and quieter pursuits are kept separate. Mirrors are placed at a level where children can look at themselves and learn about recognition.
- Armchairs and fun floor cushions make a comfortable and relaxed setting for pre-school children to enjoy books and story times. Children play in the fresh air and have fun jumping in and out of hoops, they show their skill in landing

in the middle of the hoop and take pride in their achievements.

- Staff are committed to ongoing training related to their work and so enhance the quality of care provided for children.
- Children play well alongside and with each other. They are interested in the activities organised for them and show enthusiasm in what they choose to do.
- Newsletters are circulated to parents at regular intervals and keep them up to date with ongoing events and staff changes.

What needs to be improved?

- the time schedule for carrying out the staff induction
- the procedures for retaining medication records
- the review and update of the child protection policy.

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
2	Review the timing of the staff induction to include health and safety and child protection in the first week of employment.
7	Retain records of medication administered to children for at least two years after the last entry.
13	Review and update the statement to include procedures should an allegation be made against a staff member or volunteer.

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

How effective is the nursery education?

Provision at Beech House Nursery is acceptable and of high quality. Children are making very good progress in all areas of their learning.

The quality of teaching is very good. Staff have a secure knowledge and understanding of the Foundation Stage, stepping stones and the early learning goals. A wide variety of exciting, stimulating and challenging practical activities are planned in doors and out doors, however the book areas are not spontaneously accessed by children. Staff use every opportunity to help children to learn. Staff successfully question and challenge them during planned activities to make them think, solve problems and make decisions. Staff know all the children well. They use assessments effectively to inform planning and to plan the next steps in children's learning. Resources are of good quality and are organised well to encourage independence. Noise levels can be high at times disturbing quiet activities. Staff are clear about their roles and responsibilities and work very well together as a team. The quality of staff interactions with the children greatly enhances the children's development.

The leadership and management is very good. Systems are in place to monitor the quality of teaching and to identify any training needs. Management provide time for staff to meet and plan the next learning objectives. Staff and management are committed to the ongoing improvement of the care and education for all children.

Partnership with parents is very good. Parents are provided with very good information about current topics and how they can extend their child's learning at home. Parents have regular opportunities to discuss their child's progress with staff. The partnership with parents is valued highly by the staff and the setting.

What is being done well?

- Staff are highly motivated and work very well together as a team to provide a friendly supportive learning environment. Staff treat children as individuals. They take appropriate action to help and support those who may need it. They plan activities and resources to encourage children's learning, and use the observation and assessment records effectively.
- Children are becoming confident and enthusiastic learners. They are eager to participate in new activities and challenges. Children are confident at managing their own personal independence; they have good opportunities to self select resources to extend their play.
- Parents and staff have an excellent relationship, which positively contributes to the children's learning.
- Children have good opportunities to make sense of the world. They learn about their own cultures and beliefs and those of others through well planned

activities.

- Children's writing and communication skills are developing well, supported by a wide range of resources and opportunities that enable them to practise mark making and writing skills. Children are very confident speakers in both small and large groups.
- Children have good opportunities to express themselves through various media and materials. They have developed a good sense of space both indoors and outdoors. They enthusiastically sing songs and enjoy using the cassette player at song time.

What needs to be improved?

- the book area to further encourage children to read books for pleasure and enjoyment
- the noise levels within rooms during some activities.

What has improved since the last inspection?

Very good progress has been made in addressing the three key issues from the previous inspection.

The first key issue was to develop the present effective planning by incorporating more detail as to how activities are organised for three and four year olds and for those who learn more quickly or need extra help. Staff have improved upon the planning and clearly identify learning objectives for all children. This is identified through the effective observation and assessment records. Future learning objectives are also shared with parents who provide additional support at home.

The second was to ensure the planning for physical development contains a sound structure to show the progress and development of three and four year olds in climbing, catching, and balancing skills, ensuring that indoor sessions offer further challenge for children. A range of additional resources has been provided in the outdoor area to further develop children climbing and balancing skills these include climbing frames and balancing beams. Children's climbing and balancing skills are developing well this is identified within the observations and assessment records of the children. Physical development is planned for effectively and outlines the learning objectives for the children. Children enjoy regular physical activity indoors that is adapted to meet their individual needs e.g. to use different sized balls and marbles in the throwing and rolling session.

The third was to develop a special educational needs policy which has regard for the code of practice. A Senco has been appointed who has undertaken appropriate training with the Early Years Childcare Development Partnership. A policy has been created and is effectively shared with all staff. Good systems are now in place for supporting a child with Special educational needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are enthusiastic in their approach to their play, new experiences and activities. They are able to sit and concentrate for long periods of time. They work well independently or as part of a group e.g. water play. They have formed good relationships with each other and show care for each other. Children show high levels of independence self selecting resources and seeing to their self care needs e.g. toileting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children confidently communicate their ideas thoughts and feelings with their peers and adults. They enjoy listening to stories but do not freely access the book area. They ask many questions and predict what might happen next. They use language well to recall past events e.g. holidays. They link sounds to letters confidently recognising a range of letters. They are able to write and recognise their own names. They enjoy using new words e.g. funnel.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children can count and recognise numbers up to 10. They are developing a very good understanding of weight, capacity shape and size through a wide range of activities. They use mathematical language regularly and correctly "can I have two more please". Children recreate simple patterns using a variety of resources. They are developing an understanding of addition and subtraction through number songs and practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore a range of objects and materials well. They explore and investigate their immediate surroundings, living and growing creatures and plants. They learn about the world around them through planned activities. They learn about their own cultures and beliefs and those of others e.g. Chinese New Year. They enjoy building with construction sets and have daily access to a computer and programmable toys seeing how things work.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move about indoors and out doors confidently and safely. Children use tools competently and with good levels of control. They use small equipment skilfully and are developing good manipulative skills. They have a good sense of space and move confidently during action songs. Children are developing an understanding of staying healthy, with visits from the dentist. Children enjoy a range of well planned and organised physical activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination well to express their thoughts and ideas. They act out familiar situations in role play scenarios and invite others to participate. They use media enthusiastically to paint, and construct three dimensional objects. Children listen intently to music and recreate the sounds and patterns they have heard e.g. hoop game. Children are eager to explore new creative ideas painting with toothbrushes. Children's art work is valued and is displayed well.	

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 organisation of the book area to further encourage children to spontaneously access this area, to engage children in reading books for pleasure and enjoyment.

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.