



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101883

DfES Number: 596862

INSPECTION DETAILS

Inspection Date	25/02/2004
Inspector Name	Caroline Finney

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Beech Green Nursery/Childcare
Setting Address	Beech Green Primary School St James Quedgeley Gloucestershire GL2 4WD

REGISTERED PROVIDER DETAILS

Name	Beech Green Nursery/Childcare 1085802
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ORGANISATION DETAILS

Name	Beech Green Nursery/Childcare
Address	Beech Green Primary School St James,, Quedgeley Glos GL2 4WD

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 Green Nursery and Childcare opened in 1997. It is run by a committee. It operates from the nursery classroom, studio and school hall in Beech Green Primary School, in Quedgeley, Gloucestershire. The nursery serves the local area, and the out-of-school club serves families whose children attend the primary school.

There are currently 50 pre-school and 72 school children from 2 to 11 years on roll. This includes 29 funded three-year-olds and 21 funded four-year-olds. Four children have special needs and the group supports no children who speak English as an additional language.

The setting opens five days a week all year round, except for bank holidays. Nursery sessions are from 09:00 to 11:30 from Monday to Friday, 12:45 to 15:15 from Monday to Thursday and 13:00 to 15:00 on Friday during school term times. Out-of-school club sessions are from 08:00 to 08:50 and 15.30 to 18:00 from Monday to Friday during term times, and 08:00 to 18:00 from Monday to Friday in school holidays.

Twelve permanent and seven supply staff work with the children. Seven have early years qualifications equivalent to NVQ level 2 or 3. Four 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. The nursery uses elements of High Scope teaching methods, and has close links with the reception class of the primary school.

How good is the Day Care?

Beech Green Nursery and Childcare provides good care for children. The setting has effective staff recruitment and vetting procedures and provides good adult ratios to support children. Staff use resources and space well, and provide a clear structure that enables children to be secure and confident. The setting offers a welcoming environment that is well adapted to children's needs, and a wide range of interesting, good-quality equipment for all ages and abilities. The setting supports

staff practice with clear policies and procedures and well organised records overall.

Staff are vigilant about children's safety and encourage them to develop an understanding of safety issues. They actively promote good hygiene, and have clear procedures to meet children's health needs. They make good arrangements to meet children's dietary needs, offering a good range of healthy snacks and encouraging nursery children to experiment with different foods. Staff value and include all children and provide them with good opportunities to develop a positive understanding of difference. Children with differing abilities are well integrated, and staff strongly emphasise inclusion for disabled children. Staff have a good understanding of child protection issues.

Staff carefully plan a broad range of stimulating activities so that children are interested and absorbed in their play, and making good progress. They relate well to children, are positive and enthusiastic, and use questioning and discussion well. Children have well structured opportunities to make choices and decisions, and school age children give positive feedback about the provision for them. Staff manage children's behaviour well, with age-appropriate strategies.

Parents have clear, regularly updated information about the setting and give very positive feedback about provision for their children. The setting has effective arrangements to share information about children between staff and parents.

What has improved since the last inspection?

Not applicable, since there were no actions from the previous inspection.

What is being done well?

- Staff relate well to children, are positive and enthusiastic, and use questioning and discussion well. They carefully plan a broad range of stimulating activities so that children are interested and absorbed in their play, and making good progress. Children have well structured opportunities to make choices and decisions, are confident and relate well to their peers and adults. School-age children give positive feedback about the provision for them.
- The setting offers a welcoming, stimulating, attractive environment that is well adapted to children's needs. Staff make good use of varied spaces, including regular use of outside play space: nursery children freely access outside play space for a wide range of activities.
- The setting offers a wide range of interesting, good-quality equipment for all ages and abilities that is readily accessible, and promotes equal opportunities well. Children are always interested in and stimulated by the equipment and activities provided, which include a good range of outside play equipment.
- Staff place a strong emphasis on inclusion and make good arrangements to enable children who have Special Educational Needs to participate in activities in ways that are appropriate to their developmental needs, so that they are making good progress and well integrated with other children. Staff

work effectively with parents and other professionals and have good arrangements to meet children's specific ongoing health needs.

- Parents have clear, concise information about the setting that is regularly updated. Staff have good arrangements to obtain information from parents about children's needs, abilities and preferences and provide them with effective introductions. Staff clearly value parent volunteers, and supply them with good information about their roles and responsibilities. They regularly evaluate the views of parents of school age children. Parents give very positive feedback about the setting.

What needs to be improved?

- some details of written policies and procedures, with particular reference to lost children, bullying and child protection, so that they more fully reflect the National Standards and Guidance
- the opportunities to value children's own culture, particularly when they have a minority cultural heritage
- the arrangements for completing a risk assessment of the premises

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
6	Fully implement the arrangements for completing a risk assessment of the premises.
9	Further develop opportunities to value children's own culture, particularly when they have a minority cultural heritage.
14	Improve some details of written policies and procedures, with particular reference to lost children, bullying and child protection, so that they more fully reflect the National Standards and Guidance.

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

How effective is the nursery education?

Beech Green Nursery provides good quality nursery education. Children are making generally good progress towards the Early Learning Goals.

The quality of teaching is generally good. Staff thoroughly plan a broad range of activities to develop children's learning. They have a good knowledge of the Foundation Stage overall, and are continually seeking to improve their practice. Teaching includes all children, and is very effective for children with Special Educational Needs. Staff work closely with children, encouraging them to explore and experiment, and effectively promote their independence. They make regular, systematic observations of children's learning and evaluate activities well, but their written assessments do not clearly demonstrate how they build on children's previous knowledge or show progress over time for individual children.

Leadership and management is generally good. Staff and committee members are committed to improving children's care and education, and have ongoing plans to do so. They regularly seek advice from external consultants, and respond actively to feedback from parents. Staff hold frequent meetings for planning and have good opportunities for training. However, there is no formal staff appraisal system in place at present.

The partnership with parents is generally good. Parents have clear, detailed information about the setting, and good opportunities to be involved in their children's learning. Staff have good informal, and developing formal arrangements to share information with parents about their children's progress. They seek information from parents about their children's abilities and preferences, but do not use this in assessing all areas of learning.

What is being done well?

- Children separate from their carers well, and both staff and children are very welcoming towards new children. Staff encourage all children to participate in discussion, and balance the needs of vocal and quiet children well. Children make considered decisions about their choice of activities and frequently take responsibility. Staff encourage children to behave well, and address behavioural issues sensitively and constructively.
- Children recognise their names well, and understand that writing has a purpose. They use language effectively in discussion and explanation. They frequently practise emergent writing with interest and understanding. They use books effectively in well-extended planned activities.
- Children have varied opportunities to explore and experiment, to develop an understanding of both their local environment and other countries and cultures, and participate in stimulating visits such as theatre trips.

- Children move confidently in a variety of ways, construct well and use tools confidently. They are very interested in discussion about their health, and carefully observe the effect of activity on their bodies.
- Staff plan activities very thoroughly, and make very good use of the outside environment for a wide range of activities. Both staff and committee members are committed to improvement, and have clear plans for the ongoing development of the setting. Staff reflect on their practice, and undertake regular training to further their professional development.
- Children who have Special Educational Needs make very good progress within the setting. Staff work well with parents and other professionals, and effectively adapt the educational provision to meet children's individual needs so that they are able to participate in activities with interest, and are well integrated with other children.

What needs to be improved?

- The informal opportunities to develop mathematical thinking and use of books.
- The systems for observation and assessment, so that these more clearly show children's previous knowledge and progress over time, and are shared regularly with parents.
- The arrangements for staff appraisal.

What has improved since the last inspection?

Not applicable, since this is the first inspection as a separate, committee managed setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from carers confidently, approach adults freely, and have cooperative relationships with their peers. They manage self-care well, and show care and consideration to each other: for example, two children carefully help each other put on and fasten their coats. They choose activities confidently, explore them with interest and have good opportunities to take responsibility. Children with Special Educational Needs integrate well with adult support.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children express themselves well verbally, are developing a wide vocabulary, and have good opportunities to recognise letters sounds. They recognise their names well and clearly understand that writing has meaning. They have good opportunities to practise emergent writing, and understand its purpose for communication. They listen to stories with interest, and have good opportunities to use books as part of planned activities, but do not often access them informally.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count competently and estimate well, for example when considering the number of jigsaw pieces or pieces of fruit. They have good opportunities to develop an understanding of positional language, patterns, shape, sequence, space and measure in planned activities; and some children identify shape and pattern well. However, they have insufficient informal opportunities to use mathematical language, shape recognition and problem-solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore the properties of materials with interest, and are observant about their environment: for example, they carefully consider which objects will float or sink in water. They are developing a good sense of place and time, and discuss significant events in detail. They construct carefully, and experiment with tools with concentration. They are interested in operating ICT equipment, have good mouse skills, and some children are able to operate computer programmes effectively.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move freely and confidently, use climbing equipment well, and vary their movements responsively. They have a good awareness of their physical needs and healthy practices, and observe the effects of activity on their bodies with interest. They respect each other's personal space and collaborate well. They negotiate pathways skilfully, construct with interest, and have good hand-eye coordination: for example, a group carefully construct a low-level walkway and balance on it effectively.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy singing, and join in favourite songs well. They have good formal opportunities to use instruments, and move well to music. They have good opportunities to express their imagination, and do so with concentration and interest: for example, when acting out shop or estate agent role plays. They explore a wide range of materials with interest, and have good opportunities to express their feelings through a variety of media.

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

- Extend informal opportunities to develop mathematical thinking and use of books.
- Further develop systems for observation and assessment, so that these more clearly demonstrate children's previous knowledge and progress over time, and are shared regularly with parents.
- Develop arrangements for staff appraisal.

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.