



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 200502

DfES Number: 548790

INSPECTION DETAILS

Inspection Date 07/12/2004
Inspector Name Brenda Turner

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Beechwood Childcare Southam Nursery
Setting Address ST JAMES C OF E PRIMARY SCHOOL
TOLLGATE ROAD
SOUTHAM
WORKS
CV47 1EE

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 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 Southam in September 2000. It is based in a purpose built unit in the grounds of St. James' Primary School. They have shared use of the school playground which is at the rear of the nursery.

The nursery consists of two base rooms, toilets, a servery kitchen with main meals coming from the school kitchen, and an office. Children attend from the local area.

The nursery is open from 7.30 am to 6pm all year round, except for a week at Christmas. They are registered to provide care for a total of 27 children under 8 years, with no more than 9 being under 2 years.

The nursery also runs a before and after school club for children at the school.

Children attend on a full or part- time basis. There are currently eight children receiving funding. None of the children have special needs.

Six staff and a manager work at the nursery, some on a part-time basis. Four of them have an Early Years qualification, and another is training at present.

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

How effective is the nursery education?

Beechwood Childcare Southam Nursery provides good quality nursery education where children are making good progress towards the early learning goals. The nursery is bright and welcoming offering a diverse range of play and learning activities to support children's progress. The setting is generally well equipped and resourced including the provision and use of positive images resources and cross-cultural activities.

The quality of teaching is good. The planned provision of a suitable range of interesting activities is linked to the stepping stones. Plans are sufficiently detailed, evaluated and reviewed. Staff attend regular training courses and meetings to update their knowledge and skills. Observation and assessment of children's progress is used to inform future planning. In some instances there is lack of challenge for more able children. Sessions are adapted to include and support children with special educational needs or who have English as an additional language, but this is not shown in planning.

A very good relationship exists between the staff and children. Staff support children to try new experiences they work alongside children and are good role models. The children's behaviour is very good. Staff give clear explanations about what is available to enable children to make informed choices. Staff do not always make the most of children's interests and needs in unplanned events. Opportunities for outdoor play are not currently used to full advantage.

Leadership and management of the setting are generally good. The manager has a positive calm approach staff have high expectations of children's accomplishment. The staff team work well together and are clear about their roles and responsibilities. There is a common aim to develop and improve practice.

A very good working relationship is developed and maintained with parents. They are welcomed into the nursery and are kept well informed of their child's progress in formal and informal ways.

What is being done well?

- Child initiated and adult led activities are well balanced across the session. This enables children's free choice and access to a variety of interesting activities.
- Children are making very good progress in personal social and emotional development, communication language and literacy and knowledge and understanding of the world. They are introduced to and take part eagerly in various worthwhile practical activities. Such as finding out how and why some objects float and some sink. Children are interested and begin to learn about

their own culture and beliefs and those of others; through stories, pictures, posters and activities linked to different festivals.

- Staff have high expectations of children's behaviour therefore the children's behaviour is very good. Children co-operate, play well together and show care and concern for one another.
- Good links with the primary school; and regular visits to the reception class and other school activities help children to become self-assured and confident in an unfamiliar setting. Leading to a smooth transition to school.

What needs to be improved?

- the planning and provision for large scale physical activities
- the challenge for more able children in mathematical and physical development
- the regular use of outdoor play opportunities.

What has improved since the last inspection?

Generally good progress has been made. Attention is now given to aspects of the early stepping stones; and individual children's diaries show progress from drawing through to having a go at writing and developing letters in recognisable forms. Children's paintings and drawing are displayed around the room. Systematic observations and assessments are recorded on all children. This information is used to check children's progress and inform future planning. Activities are monitored and repeated to ensure all children including those who attend on a part-time basis have the opportunity to take part. However, the planning and provision for large- scale physical activities is still unresolved.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Three and four year old children are interested and motivated to learn. They confidently initiate conversations and interactions with others and form good trusting relationships with staff. Children willingly help to tidy up they enjoy their little jobs and responsibilities. They respond confidently and behave well in the school reception class setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy and listen well to favourite stories and rhymes. They confidently engage adults in conversation such as discussion about Christmas decorations at home. Some children carefully draw around detailed shapes, begin to form recognisable letters; and recognise print in the environment. Some children think carefully when describing objects that float or sink.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children are interested in numbers and counting, and willingly attempt to count with some numbers in the correct order. Some children know what zero means; and show sustained interest to complete tasks such as jigsaw puzzles. Children begin to identify and talk about shapes around them. There are limited opportunities to practice calculation skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Three and four year old children are very interested and enjoy examining objects such as what they feel like and finding out why they float or sink. Some children competently operate simple programmes on the computer. Children regularly consider and discuss changes in the weather and seasons. They enjoy autumn walks and digging up and looking at worms. There are many opportunities to find out about the cultures and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move freely with pleasure and confidence indoors and out, walking, running and hopping. They competently move around and balance on various parts of the body. Three and four-year-old children enjoy a variety of small movement activities requiring hand eye co-ordination such as, throwing balls and bean bags; and filling containers with sand or water. There are limited opportunities for more able children to tackle more advanced large-scale physical challenges.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Three and four year old children are interested in what they see hear touch and feel. Such as sand, dough, water and paint. They enthusiastically join in ring games and dances. Some children discuss, initiate, plan and organise imaginative games. For example going on a picnic continuous planning includes who will be invited and where everyone will sit. Children generally make pictures, painting and gluing of their own design. Occasionally adult aspirations may limit children's creativity.

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

- improve the challenge for more able children in the area of physical and mathematical development
- develop the use of the outdoor play area.

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.