

Beechwood Childcare - Haslucks Green Nursery

Inspection report for early years provision

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Inspection date	06/12/2010
Inspector	Susan Rogers
Setting address	Haslucks Green School, Haslucks Green Road, Shirley, Solihull, B90 2EJ
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Beechwood Childcare - Haslucks Green Nursery is privately owned and managed. It was registered in 1992 and is situated in the grounds of Haslucks Green Junior School in Shirley, Birmingham. All children have access to a secure enclosed outdoor play area. The nursery is open Monday to Friday from 7.30am to 6pm all year round. The out of school service is open Monday to Friday from 8am to 9am and from 3.30pm to 6pm, term time only.

A maximum of 39 children under eight years may attend the setting at any one time. The setting also provides care for children aged eight to 11 years. There are currently 43 children on roll, all of whom are under eight years of age. Of these, 39 are in the early years age group. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff who work directly with the children. Of these, four hold a Level 3 National Vocational Qualification in early years, one holds a Level 2 qualification and one is currently working towards a Level 3 qualification. In addition, one member of staff holds Qualified Teacher and Early Years Practitioner status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A cohesive staff group are skilled in providing care that meets individual children's needs well. As a result children make good progress in their learning and development. Children's specific needs are recognised and met with care as the staff team work in partnership with parents, carers and other early years professionals. The premises are very welcoming and together with a wide range of carefully chosen resources provide a stimulating learning environment in most areas for children. Systems for measuring the effectiveness of the setting are in place and include questionnaires which ask for the opinions of staff, children and parents. The management group provides strong leadership which promotes a culture of continual improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review arrangements so that younger children and babies have daily opportunities for outdoor play.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as staff have a good understanding of child protection procedures and have attended regular child protection training. Risk assessments are comprehensive and well documented and ensure children's ongoing safety in a safe, learning environment. Children are protected as the well-qualified staff team keep the premises secure and supervise the children at all times. All recruitment procedures are robust and staff are vetted for their suitability, protecting children's welfare. Documentation, policies and procedures are regularly reviewed and robust, protecting children's welfare.

Children make good progress in the inclusive environment because staff provide a wide range of activities which are fun and capture children's imagination. Children with special educational needs and/or disabilities are supported well through staff being sensitive of their individual needs. Children are supported as they move into mainstream school through school visits and a sharing of their assessment records. The setting has effective partnerships with external agencies and other providers, helping to ensure children benefit from continuity in their learning and care.

Parents and carers are kept well informed of their child's progress through daily diaries, an informative notice board and informal discussions with staff as they collect their child. They are encouraged to share what they know about their child when they first start, which helps staff to have a sound knowledge of each child's background and needs. Regular appraisals, a comprehensive induction for new staff and a manager who knows her staff very well, all contribute towards the strong and cohesive staff group. Staff are encouraged to further their professional role through regular training and support from management. Children feel safe as a result of the effective staff deployment, which ensures that they progress well in their learning and development. A good range of resources reflect a diverse society and include books, dolls, posters and small world resources. The knowledgeable staff team recognise children's individual needs and are working well in developing their good partnerships with parents and carers further. The manager and staff monitor and evaluate the service provided and have a good understanding of their strengths. They successfully recognise areas for development and the plans that are in place to address these demonstrate a positive capacity for continuous improvement.

The quality and standards of the early years provision and outcomes for children

A wide range of activities that respond to children's changing needs provide them with a stimulating learning environment. Excellent opportunities are provided for children to develop their self-reliance. They easily access toys and resources and make informed choices about their play and learning. Their social skills are highly encouraged as they readily share activities and are encouraged to behave safely and responsibly by staff who offer gentle reminders and lead by example. They demonstrate excellent resourcefulness by finding a suitable space so that their

skills are shared with others whilst they put together a jigsaw for instance. Children listen to each other's ideas, problem solve and negotiate as they build three-dimensional models. They develop outstanding friendships with each other and have established warm, close relationships with staff.

Children's language skills are encouraged through imaginative play activities, where they dress up and develop imagined scenarios in the inviting creative play areas. They improve their problem solving skills as they build larger structures using crates and planks and then balance to test the strength of the structures. There are several opportunities for the toddlers and older children to access outdoor areas. These opportunities, however, are limited for younger children and babies, providing reduced learning experiences of the world around them.

Children enjoy experimenting with the different sounds they can make with homemade percussion instruments and practice their weaving skills by threading materials through a frame. Planned activities accommodate the different festivals that are celebrated throughout the year with children printing and sticking glitter to make Christmas cards. Babies and younger children watch with fascination, discovering different sensations when they play with whipped cream and sand. Children are developing good skills for the future, as they become competent communicators and confidently use a range of programmable resources.

Children freely express themselves with a range of creative materials, using carefully considered painting techniques to create images of their choice. They listen attentively during story time and become increasingly aware of the purpose of text. For example, children are beginning to recognise their names as they self-register. Older children who attend the before and after school service enjoy a wide range of activity games where they work cooperatively with their friends, promoting strong social skills. All children are consulted as activities are planned. They have formed trusting relationships with staff, which ensures they feel safe and that their needs are considered. Older children plant their own fruit, vegetables and herbs. They enjoy harvesting them and incorporating these as part of their meals and snacks. This encourages their understanding of healthy eating and where their food comes from. Staff ensure parents and carers have ready access to their child's assessments and learning journeys. They have a good understanding of the Statutory Framework for the Early Years Foundation Stage and incorporate this into children's planning and assessments. The well documented learning journeys match children's development against each area of learning and both the evaluations and planning reflect children's individual learning needs.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met