

Beechwood Nursery

Inspection report for early years provision

Unique reference number	403577
Inspection date	22/03/2011
Inspector	Wendy Fitton

Setting address	Shady Lane, Bromley Cross, Bolton, Lancashire, BL7 9AF
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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 Nursery registered in 1984 and is part of a private limited company. The nursery operates from converted domestic premises designed to cater for children from birth up to eight years. The premises are situated in the Bromley Cross area of Bolton, in Lancashire.

The nursery is registered for a maximum of 60 children under eight years on the Early Years Register and both parts of the Childcare Register. There are currently 73 children on roll in the early years age range. The nursery provides funded early education for three and four year olds.

The nursery is open five days a week, from 7.30am to 6pm. All children share access to secure outdoor play areas. There are a team of 16 staff, including the Nursery Manager and a Deputy. Of these, 15 nursery staff are qualified to National Vocational Qualification Levels 2, 3 and 4. The Manager is currently working towards her Foundation Degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a homely and child-centred environment, which is inclusive and reflects children's differing needs and family lifestyles. Children's individual needs are met through the planning of experiences and learning opportunities according to their interests. There are good partnerships established with both parents and carers, and these, together with links to other providers and professionals support children's development and learning. The system for evaluating the quality of the provision is effective.

What steps need to be taken to improve provision further?

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

- review the organisation of the environment, routines and resources to ensure all children have access to areas of continuous provision throughout the day; in order to challenge their interests and extend their play through the six areas of learning
- further develop staff's knowledge in order to enhance the system of planning, observation and assessment to meet individual children's learning needs to support their future steps, as they progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded through the effective policies and procedures that are in place. Staff understand these policies and know their role

and duty in keeping children safe from harm. They have undertaken recent training to update their knowledge. Staff are suitably vetted and cleared to work with children. They are experienced and qualified in supporting the learning and welfare of young children. There are detailed risk assessments and health and safety procedures in place that ensure children's health and well-being are maintained. Partnerships with other professionals are evident as staff link with health visitors, other providers, local schools and early years and development agencies. This enables them to fully support children's overall needs, and their development. Children are grouped according to their ages and stages of development in separate areas, with access to furniture, equipment and resources that are safe and suitable to support their needs.

The system for self-evaluation is effective, and ongoing, in liaison with staff and parents. Staff and management have taken positive steps to improve and develop the nursery following their previous inspection. They have fully responded to previous recommendations. For example, nappy changing procedures have been reviewed within the base rooms; medication records are signed and countersigned by staff and parents staff are fully aware of their role and duty in safeguarding children and have attended training. The attendance registers are completed consistently and parents sign consent forms for emergency medical treatment. Overall, this has had a positive impact on the outcomes for children. Staff are positive in making changes and wishing to develop practice. For example, they plan to enhance the outdoor play area with new equipment and resources. However, the organisation of the indoor environment, routines and resources do not always ensure all children have access to areas of continuous provision throughout the day; in order to challenge their interests and extend their play through the six areas of learning or support children's free access and free choice.

Relationships with parents are good and help children to feel secure. Staff talk to parents on arrival and collection; parents are warmly greeted and enjoy chatting to staff and sharing information. Parents can access a wealth of information around the setting and in the reception area. These include noticeboards, newsletters, menus, policies, procedures, information about routines, activities and special events. Parents comment positively about the nursery and feel secure with the induction process, as children are able to settle. The environment is inclusive, reflecting the local community and the families that attend. Important information is shared with staff regarding children's medical needs, family lifestyles, cultural needs and their interests.

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

Staff have some knowledge of the learning and development requirements. They support children's learning through planned activities and experiences; with access to resources for children to play, explore and become active learners. The planning of some of the learning environment links to the six areas of learning, with access to some areas of continuous provision throughout the day. There are systems in place for observing and assessing the children, as they progress towards the early learning goals. However, this is still developing, as staff continue to develop their

knowledge and access training for the planning, observations and assessment systems. Staff aim to plan according to what children are interested in each week. They record daily spontaneous observations of the children and put these in the children's profiles. Children's own art work and some photographs are displayed in the profiles to show progression.

Children are happy, settled and enjoy their time at the nursery. They develop their confidence and self-esteem as they are supported by staff who are caring and interact positively with them. Children are warmly greeted and so they settle quickly into their play and activities. Children respond to the routines and rhythms of the sessions, with access to free play, adult-led activities, outdoor play, meals, rest and sleep. Children learn about their outdoor environment and community, as they go on outings to local parks, visits to nature areas and to the petting zoo. They develop their independence and can make choices from toys that are set out for them and from the low storage units at their level. They put on and take off outdoor coats and wellingtons and attend to their own personal needs for drinks and toileting.

Children develop their physical skills and really enjoy the outdoor play sessions. They run, climb, ride and balance on a range of wheeled toys, have good space to run about and negotiate any obstacles. Children develop their speech and language with free access to books, through listening to stories, songs and rhymes. They listen to and follow instructions about tidying toys away, lining up and following routines. Children experience creative, messy and imaginative play through different mediums as they paint, draw, glue and explore their senses with sand, water and pasta. They learn about processes as they grow cress seeds and dig in soil. Children learn about the wider world as they celebrate different calendar festivals and learn about different cultures, through visits from parents with varying lifestyles, who share their own special interests and skills.

Staff are fully committed to providing good, safe and suitable care for the children attending. They actively promote the children's knowledge and understanding of safety, healthy lifestyles and develop the children's skills for the future. Children understand the importance of keeping safe and they feel safe in the nursery environment. For example, regular fire drills are practised, children know that they only run outside and that they inform an adult if they leave an area to use the bathroom. Children feel safe and secure as they approach staff with confidence, relate to their key person and are very chatty asking lots of questions and talking happily throughout their play. Children are provided with a healthy balanced diet and learn about being healthy and active through the daily routines and activities. Children's behaviour is managed in a way that supports their understanding of what is right and wrong, in accordance with their individual ages and stages of development and understanding. Staff provide children with lots of positive praise and encouragement for their efforts, attempts and achievements. Children are polite, they are learning to share, take turns, and cooperate with one another. Staff follow the written behavior management policy. They work to positive strategies, using lots of circle time to promote sharing and turn taking, with the roll a ball game. Staff speak positively to children and encourage them to take on some responsibility for their own behavior, giving explanations and time to think. Staff encourage good listening.

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	3
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	3
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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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