

Beanstalk Nursery & Daycare

Inspection report for early years provision

Unique reference number

EY415646

Inspection date

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Inspector

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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

Beanstalk Nursery and Day care is a privately owned nursery that registered in 2010. The nursery is located in a lodge in the grounds of Milton Hill House in Steventon, Oxfordshire and the intake of children is from the local area. The nursery has sole use of rooms in the lodge and there is access to outdoor play. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children in the early years age range may attend at any one time and there are currently five children on roll in this age range. The nursery opens on weekdays all year round from 7am to 7pm, apart from public holidays and a week at Christmas. The nursery employs six members of staff to work directly with the children, five of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are receiving individually targeted care at this newly established nursery. The staff are building up good working partnerships with parents to ensure effective sharing of information regarding children's health and well-being. The staff are developing an attractive environment where children can progress with most aspects of their learning and development. Action plans focus on specific areas to directly benefit the children's experiences in the nursery and there is a positive attitude to establishing high standards of care and early education.

What steps need to be taken to improve provision further?

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

- extend the range of play equipment to promote and challenge children's developing physical skills
- enhance the range of displays to reflect diversity and present children with positive images of the wider world and also improve the labelling of resources and displays to create a print-rich environment for children.

The effectiveness of leadership and management of the early years provision

The experienced team of staff is confident in their knowledge of the area of safeguarding. They are readily able to name potential signs of child abuse and know what steps to follow to act on any concerns. They are working competently to monitor the new accommodation to identify potential hazards so that children can play safely. Since the refurbishment of the building they have introduced new protective equipment such as radiator covers and number-coded locks on gates.

The manager is developing a thorough range of written risk assessments to document any issues and the staff are working effectively with other agencies, such as the environmental health officers to ensure effective procedures are in place from the start. There are robust steps in place regarding the recruitment of staff, to check their suitability to work with children. Visitors to the nursery are expected to record their presence and their identification is checked and recorded.

The staff team is making a successful start to provide a well-organised nursery. They are strongly led by an effective and experienced manager whose training background is assisting in establishing clear policies and procedures. The staff work together to make action plans for areas they wish to improve and these demonstrate a good background knowledge and understanding of the Early Years Foundation Stage. Effective use is being made of the available accommodation, which presents a welcoming and comfortable environment. The range of resources is of high quality and is continually expanding to provide good overall coverage of the different areas of young children's learning. One of the only omissions currently is in the range to challenge physical skills such as climbing and balancing. Staff pay close attention to keeping the nursery clean and they are following effective hygiene procedures, for example when attending to nappy changing.

There are encouraging steps in place to build up working partnerships with parents. Staff provide an informative and welcoming tour of the nursery for new families and parents can spend time with their children in the individual rooms talking to the staff who may care for their children. Information for parents, such as the introductory brochure and welcome pack, is professionally produced and registration forms collect a broad range of information about the children to aid staff in providing care. Daily diary sheets are being used to extend the shared conversations with parents to keep them well informed. Staff understand their role in working with other professionals and they bring past experiences to the new nursery to use, as and when the need arises. Staff recognise that children have unique needs and they are acting in a proactive way to show respect for family backgrounds. They are choosing new toys carefully to challenge stereotypes and help children develop respect, although there are currently few visual images around the nursery to reflect the diversity of modern society.

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

Children benefit from the close attention of a caring team of staff who understands their needs. Children are able to mix across age groups so that siblings can spend time together during the day and a key person system is developing well. Babies smile when familiar adults come on duty and even though it is early days for some of them in attending they are settled and content. Staff respond kindly by finding ways to soothe resting children to sleep and soft music and low lighting add to a peaceful atmosphere for afternoon naps. Children are enjoying the nutritious menu of snacks and meals. Food is freshly prepared in a very clean kitchen and there is a good emphasis on developing sociable meal times. Children have chance to choose from attractively served plates of vegetables, for example, rather than the adults

deciding for them. Outdoor play is a priority each day with children enjoying activities such as sand and water play. They are learning about growing as they take part in helping to care for vegetable and herb planters. Walks in the extensive grounds surrounding the nursery are a popular and regular feature and bring benefits to children's enjoyment of being outdoors in a natural environment.

Children are becoming familiar with daily routines and staff explain what is happening next to help them feel safe. They are taking part in emergency evacuations of the building and they see signs to warn everyone that the floor is slippery following spills. Children play with resources to reflect familiar household routines such as loading the toy washing machine with dressing-up clothes or making pretend toast. Good quality wooden resources are provided in each play area and well matched for the ages of children attending. Early technology is introduced and children enjoy playing with electronic toy tills as they chat to staff about the names of fruit and the numbers on play money. Each child is appointed a key person to collate their developmental records and for those who have attended for some time it is clear that staff are making regular dated observations of their spontaneous play. Staff receive good managerial support in how to use the chosen methods of recording and tracking development.

Children receive positive messages from the calm staff about how to behave appropriately and unwanted behaviour is challenged in a consistent way. Children can move between areas in the nursery to provide variety in play areas through the day. They enjoy being in the conservatory where they eat breakfast and later spend time in creative play, sitting at a large wooden table with benches. There are already some good examples of art work on display, though few word and picture labels to provide a more print-rich environment for children, for example on storage containers. Children are keen to use mark making materials themselves and they enjoy free access to paint, chalks and crayons to express their ideas and imagination. A colourful selection of books and musical instruments encourages enjoyment of early literature and music.

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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	3
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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