

Beach Babies Ltd

Inspection report for early years provision

Unique reference number	EY285216
Inspection date	24/05/2011
Inspector	Veronica Sharpe

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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

Beach Babies Ltd is a privately owned day nursery. It opened in 2004 and operates from a purpose-built building in Landbeach, Cambridgeshire. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 38 children may attend the nursery at any one time all of whom may be in the early years age group. There are currently 82 children aged between four months and five years on roll, of these, 33 are eligible for early years funding. There are a small number of children on roll with English as an additional language and some who have special educational needs and/or disabilities.

The nursery is open five days a week from 8am until 6pm for 51 weeks of the year, with the exception of bank holidays. Children attend for a variety of sessions. All children have access to enclosed outdoor play areas. In addition, the nursery has everyday access to adjacent orchards where Forest School principles are implemented.

The nursery employs 17 staff to work directly with the children. Of these, 16 hold appropriate early years qualifications. Several members of staff are working towards qualifications, including one who is working towards an early years degree. One member of staff holds Early Years Professional Status. One member of staff holds qualified Teacher Status. Two qualified chefs are also employed.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this happy, friendly nursery. Staff, parents and others involved in the care of the children work very closely together to ensure children enjoy an inclusive environment where they feel very safe and secure. The free-flow play environment enables all children to make independent decisions about their play and learning, resources are exceptionally well-deployed to enable each child to pursue their own interests. The owner and her staff team demonstrate strong ambition and have a firm commitment to improving and developing the provision. However, systems to decide on the priorities for improvement are not yet fully focussed.

What steps need to be taken to improve provision further?

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

- develop further the process for monitoring and evaluating the provision, encouraging a culture of reflective practice and informed discussion to focus on the strengths and the priorities for development in order to enhance the outcomes for children
- extend further the use of sensitive observation to ensure the provision is fully

responsive to children's individual needs.

The effectiveness of leadership and management of the early years provision

Checks are completed before staff have unsupervised access to the children. Clear safeguarding systems are in place to protect children and all staff attend child protection training. Policies and procedures are regularly reviewed to ensure staff have a full understanding of their roles and responsibilities. Staff have a well-defined sense of safety. They supervise the children closely and help them to develop a good understanding of risk. They help the children learn firm boundaries, for instance, during their explorations at the orchard they know they should not cross the farm track unsupervised. Risk assessments cover all aspects of the provision, such as, activities or additional needs of staff and children. This ensures all hazards are effectively minimised.

The management team show a clear commitment to professional development, which means staff can improve their knowledge and increase their qualifications. All staff attend essential training, such as, child protection and first aid, but there is also a positive emphasis on developing good practice. As result staff gain knowledge of a diverse range of disciplines, such as, baby massage or art therapy. This enables them to offer a wide range of enjoyable and challenging play opportunities to the children. The owner has vision and ambition. She and her team strive to improve the provision and introduce new and innovative ideas, such as introducing the Forest Schools educational approach. There is an effective system in place to monitor the quality of the provision; this involves staff, parents and children to give an holistic view of the setting. However, the enthusiasm for innovation and change leads to a plethora of action plans and ideas for development, this means plans are sometimes not clearly prioritised and staff do not always allow themselves time to reflect on the impact of change on the children.

The nursery is bright, homely and well organised. Cheerful photographs of the children, along with examples of the children's achievements mean the setting is welcoming and inclusive. Deployment of resources is extremely well thought out, with low level shelving and clear labelling enhancing children's ability to make choices and demonstrate their independence. Resources are carefully chosen to meet each child's individual needs, for example, wheeled toys come in differing sizes, as do paint brushes, scoops and buckets. The outdoor area is an exciting and well thought out place for children to play, with secret gardens for quiet activity as well as large areas to experiment with rope swings and ladders.

The partnership with parents is exceptionally good, with excellent strategies to promote two-way interactions. For instance, the use of email and text to keep parents up-to-date with everyday events. Staff ensure they give good quality daily feedback about children's well-being and communication books ensure parents of younger children know about their child's individual routines. All parents are encouraged to access their own child's individual learning journals so they keep track of their achievements. Formal meetings enable parents to share in their

children's learning and develop their understanding of the provision, for example, they find out about letters and sounds, or what Forest School provision means for their child. Popular social events ensure parents and children develop useful friendships and networks. Parents say their children are treated as individuals and that staff have a real understanding of their children's characters and abilities.

Staff make every effort to ensure children achieve a smooth transition into school, they take children for visits and encourage teachers to visit the setting. Because children attend a wide variety of schools, this is a complex operation that staff undertake with enthusiasm and dedication. As a result, children settle into their new classes with confidence. Close links have been developed with other agencies, such as the local authority special educational needs team. As a result, children with additional needs have high levels of support to enable them to take an active and inclusive role in the life of the setting.

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

Children are happy and motivated to learn in this friendly and welcoming nursery. They receive a warm welcome from staff when they arrive and settle easily to their play. Staff speak knowledgeably about the children in their care and clearly know them well. Each child has a key person allocated upon their arrival at nursery, however in this friendly and flexible environment, children show a good deal of trust in all the adults that care for them. As a result, they grow in confidence and show they feel very safe and secure. Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage and plan a wide range of interesting and challenging experiences. Starting points are collected from parents and then reviewed on a regular basis to ensure learning at nursery is consistent with home. Staff make observations on a regular basis to assess each child's progress and this is generally effective. However, children's observations are not always used consistently to inform individual planning.

Babies and toddlers receive cuddles and lots of reassurance from experienced and qualified staff. They clearly have affectionate relationships with the adults that care for them and enjoy their company. Staff interact with the babies well, for example, they enjoy a lively singing session together, with the babies clapping their hands and moving their bodies in time to the music. The baby room is thoughtfully designed, having space for active play as well as a quiet area for sleep times. Almost continuous access to the outdoor area means babies and toddlers have ample opportunities for fresh air and exercise. They play happily in the sand or take their turns in a push along car. Interesting sensory activities, such as, blowing bubbles or playing with water and sand gives children the confidence to seek out new experiences in this safe environment.

The free-flow play environment positively encourages children to make choices about their learning experiences and as a result they move freely around the nursery and demonstrate high levels of independence and self-esteem. Staff are supportive and contribute actively to children's experiences by allowing them to solve problems and seek resources independently, for example, finding a good way

to transfer muddy water to another container. The Forest School initiative is a recent implementation, but already children are beginning to confidently discover how to clamber into the lower branches of a tree and how to get down safely. They recognise stinging nettles and know they are to be avoided and closely examine a bright green caterpillar before releasing it. Children's ability to be outdoors for most of their time at nursery contributes significantly to their overall health and well-being. They are relaxed, confident and have high self-esteem.

Children gain skills in technology as they use torches, magnets and wind up toys. They explore objects, such as, leaves, with a light box and take photographs of each other at play. Natural materials, such as, sand and water are easily accessible everyday. Children make mud using soil and water and exclaim at how shiny it is in the sun. Staff promote children's learning well as they question children and encourage them to experiment, for example, what will they find when they turn a log over in the orchard? Children access a good range of books readily and enjoy sharing stories in large or small groups. They sing along to well known songs and rhymes and make suggestions as to which animal is on old MacDonald's farm. Mark making materials are very well deployed in all areas, for example, children choose crayons and pencils to colour in pictures in the sunshine outside. As a result they develop their interest in writing early on, learning to recognise their names and other familiar words.

Children benefit from varied and interesting meals that are freshly prepared by experienced cooks. Sound systems identify those children that have food allergies so they eat safe and suitable food. Children learn about healthy food as they grow a good variety of produce in the garden. They help tend the beans, tomatoes and potatoes and watch them grow and develop. Hygiene is promoted well and children show an excellent understanding of personal hygiene, for example, washing their hands independently after being outdoors. All areas of the nursery are kept clean and hygienic and staff follow appropriate nappy changing procedures to minimise the risk of infection. Children have a very good understanding about keeping themselves safe and know how to manage risks. They understand they must be careful of others when lifting logs and learn how to climb up and swing on the rope swings. They practise the fire drill and learn to minimise risk in the nursery as they tidy away toys and help mop up spilled water.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children adopt healthy lifestyles	1
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

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