

Beechwood Farm Day Nursery

Inspection report for early years provision

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Inspector

Jane Shaw

Setting address

Beechwood Farm, Dutton Lane, Cuddington, NORTHWICH,
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Telephone number

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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 Farm Day Nursery is privately owned. It opened in 2006, and operates from a detached property situated on a working farm in the Cuddington area of Cheshire. Children are cared for within four rooms located on two floors; with access to a messy play/dining room and multi-purpose/sensory room on the ground floor. The nursery is open each weekday from 7am to 6.30pm for 51 weeks of the year. All children share access to secure, enclosed outdoor play areas and areas within the farm setting.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 54 children aged from birth to five years may attend the nursery at any one time. Of these, not more than 18 may be under two years. There are currently 81 children on roll, all of whom are within the early years age range. The nursery is in receipt of funding for early education. The nursery currently supports children with learning difficulties/disabilities and children who speak English as an additional language.

There are 19 members of staff, including the manager, who work directly with the children. Of these, one holds a degree in early years, one has Early Years Professional Status (EYP), one hold a qualification to Level 5, eight have qualifications to Level 3, one holds an National Nursery Examination Board and four staff hold qualifications to Level 2. In addition, two members of staff are currently undertaking qualifications to Level 2 and one is completing Early Years Professional Status qualification.

The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a welcoming and fully inclusive environment for the children who attend. Children are valued as unique individuals and an inclusive ethos threads through all aspects of the setting. The staff's good understanding of the Early Years Foundation Stage contributes to the children making good progress in their learning and development. There are strong relationships between staff, parents and carers, and policies and procedures are implemented well to safeguard and promote children's welfare. Most records are well maintained in order to promote the efficient management of the setting. Partnerships with other professionals support children's care, learning and development well. Recommendations from the last inspection have been fully addressed, and effective self-evaluation means there is a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- amend the fire evacuation log book to include details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Staff have a clear knowledge and understanding of the signs and symptoms of abuse to protect children from harm. Some staff have completed training recently and safeguarding training for all staff is given priority in order to keep staff knowledge current, therefore children are well protected. Clear recruitment and vetting procedures are in place and the regular updating of Criminal Records Bureau checks ensures the on-going suitability of staff.

A high ratio of qualified staff who are well deployed ensures children are supervised at all times and are made to feel secure and welcome. Most records, policies and procedures that support the nursery in promoting positive outcomes for children are appropriately maintained. However, the record of fire drill lacks some details. Regular risk assessments are conducted and accurately recorded ensuring children's safety at all times. Children are also encouraged to participate in risk assessing, encouraging their understanding of the need to keep themselves safe. Regular fire evacuations are carried out ensuring children's safety.

The management team have high aspirations for good quality care and education through ongoing improvement. Regular staff meetings and appraisals take place, and staff are fully committed to ongoing training and development. Effective systems for self-evaluation, monitoring of the provision and outcomes for children are in place. Staff deployment is effective and resources and equipment are used imaginatively to meet the needs of the individual children. Resources are organised effectively in low level storage for easy access, and as a result children are becoming independent learners.

Partnerships with parents and carers are excellent and support children's placements well. They have access to a wide range of information on the nursery and the learning and development requirements. Parents and carers speak very positively about what the nursery has to offer their children. They are invited, along with their children, to complete parent and child questionnaires which feed into the setting's self-evaluation. They are invited to attend informal events and more formal parents evenings, and their child's developmental records are available at all times.

Staff have built good links with other early years professionals, particularly for those children who have special educational needs and/or disabilities. Links with other settings delivering the Early Years Foundation Stage, and transition arrangements for the move to school are in place and effective in ensuring a complementary curriculum and continuity of learning and care. All children have equal access to the activities, opportunities and available resources, and therefore

inclusion is very well promoted.

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

Children are very happy and settled within the environment. An enthusiastic staff team plan activities based on observations of children's interests and development, for example, pre-school children study transport whilst younger children study the senses. As a result, children make good progress towards the early learning goals. Staff provide children with a balanced programme throughout the day, with a mix of adult-led and child-initiated activities, along with regular opportunities for outdoor play.

Warm relationships between staff and children are formed and children's behaviour is good. For example, they happily share toys, take turns with the play resources and join together in role play. Children are confident, and older children are developing self-help skills in preparation for school. Children are developing good communication skills as staff engage with them. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. Pre-school children are involved in looking at sounds and changes in their voices. Toddlers thoroughly enjoy the stories read to them by staff. Children including babies help themselves to books and a variety of resources encourages their early mark-making skills. Children develop an appropriate understanding of mathematical language as they count, complete jigsaws, match and sort shapes. They taste a variety of different fruits and look at how many children like each fruit.

Children have access to a computer to develop their understanding of technology; and younger children learn that pushing buttons creates further actions. Resources and activities, such as posters, play figures, jigsaws and books promote children's awareness of the wider world. They celebrate a variety of festivals from around the world, such as Diwali and a festival to celebrate brothers and sisters. Excellent use is made of the outdoor environment to promote learning. For example, children fly kites on the hill, act out stories in the field, grow a variety of fruit and vegetables and watch the various animals as they grow.

A variety of different textures, techniques and opportunities encourages children's creativity. For example, younger children enjoy music and dancing in the sensory room. Children are actively engaged in role play, and competently use maps to hunt for buried treasure.

Daily access to an excellent outdoor play space encourages children's physical health and overall learning and development. For example, children enjoy large outdoor play equipment, construction materials and other resources to develop their physical skills. Babies develop movement as they move towards toys placed away from them and practise walking with staff support. Children are developing a good understanding of healthy lifestyles because they are offered a very healthy diet, with meals cooked each day with fresh ingredients. They develop an

understanding of the benefits of physical exercise through weekly sessions. The premises are clean and well maintained and support children's very good health. Children understand why they need to wash their hands before they eat their lunch and to use tissues when blowing their nose, creating a healthy environment. A wide variety of activities and opportunities encourage children to develop appropriate skills for the future.

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	1
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	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	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