

Beechwood School

Inspection report for early years provision

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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*.

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Description of the setting

Beechwood School is a privately owned, independent school and day care facility. It was established in 1987 and registered for early years care in 2008. It operates from a large Victorian converted house. Children in the early years access three classrooms, a library, art room, two sleep rooms, nappy changing and toilet facilities and the main hall. There is also a dining room adjacent to the main kitchen, a kitchen for baby food preparation, two offices, a health centre and a staffroom. There are three secure enclosed outdoor play areas for children of different ages. One of which is a sensory garden for babies and toddlers. It is situated in Streatham, in the London Borough of Lambeth. It is close to Streatham Hill main line station and there are parking facilities in a nearby car park. The nursery is open each weekday from 7.00am to 6.00pm for 50 weeks of the year.

The nursery is on the Early Years Register and is also registered with the Independent School Authority. A maximum of 42 children under three years may attend the nursery at any one time. There are currently 46 children on roll, some in part time places. The nursery currently supports a number of children with special educational needs or children who speak English as an additional language.

There are eight members of staff and the manager. The manager holds a level 3 qualification and is working towards a level 5. Three staff hold a level 3 childcare qualification and two are working towards a foundation degree. Four staff hold a level 2 qualification and all four are working towards a level 3. One member of staff holds an Early Childhood Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a generally good awareness of the Early Years Foundation Stage and implement it effectively. Most procedures and routines meet children's care and learning needs. Effective links with outside agencies ensure children receive any necessary support. Consequently, all children make good progress considering their starting points. Partnerships with parents is a strength of the setting, and has a positive impact on children's development. Children are cared for in a secure environment, where most hazards are identified. A high commitment to ongoing improvement ensures most weaknesses are identified, and action is taken to ensure good outcomes for children.

What steps need to be taken to improve provision further?

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

- extend the risk assessments to ensure they cover anything with which a child

may come into contact, with particular regard for cords on blinds, to further safeguard children

- develop the role of the key person to meet the emotional needs of each child in their care, by taking primary responsibility for children's physical care routines.

The effectiveness of leadership and management of the early years provision

Children are kept safe through good procedures and supervision. Staff work closely with any agencies involved in safeguarding children. All staff have received safeguarding training. The designated person has an excellent knowledge of the procedures to follow in the event of a concern or allegation. Excellent security, including CCTV ensures children remain secure on the premises. The proprietor has a very good awareness of his duty of care, and meets regularly with the manager to discuss operations. Risk assessments are carried out throughout the premises and staff record any action required. However, the cords for the blinds, which may pose a risk, are not included in the risk assessment. Good staff supervision ensures the risk is minimal. Good procedures are now in place to ensure relevant checks are carried out on all staff. All required documentation is in place and is currently being reviewed and updated.

Staff and managers have a shared commitment to continuous improvement. Several systems of reflection and self-evaluation, identify ongoing action plans for development. The new manager has brought in many changes and is supported by the local authority Early Years Advisor. Regular meetings with room leaders, provides opportunities to discuss and keep up-to-date with any changes. The manager has implemented a training programme for all staff to gain a higher qualification. She provides in-house training and mentoring, to support staff in putting all training into practice. The manager observes and assesses staff strengths and gives them responsibilities in that area. For example, one member of staff is currently supporting others in keeping children's assessment records. This ensures consistency and makes best use of staff's abilities.

Excellent partnerships with parents impact significantly on children's development. The key person plans for their individual children's learning and includes activities, which may be done at home. Children's next steps are agreed with parents, keeping them fully involved in their children's learning. A summary report on children's development is shared with parents bi-monthly, with a full report at the end of each year. Parents receive extensive information on the provision. They meet with the manager to discuss their child's individual needs and how they will be met, before their child starts. No children attend other settings, but good partnerships with outside agencies ensure any additional needs are effectively supported.

Diversity is celebrated throughout the nursery and parents are invited in to share cultural foods. Staff and children wear their national costumes on international days. Very good information is sought on children's backgrounds in order to meet their individual needs, which helps to ensure equal opportunities. However, young

children's personal physical care is carried out by staff on a rota system and not by their key person to support their emotional needs. Staff are well deployed and well maintained resources are attractively displayed in all rooms. Low-level shelving enables children to make some independent choices, and all children access a good range of books. The library is an area where children and their parents can enjoy books together, and take some home to share. All children have daily access to the garden, which is well resourced with equipment to promote all areas of development.

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

Children are happy, settled and confident within the setting and demonstrate that they feel safe and secure. Children are active learners and develop coordination and physical skills, both inside and outside. Older and more able children climb with confidence and babies explore their surroundings. Most children are encouraged to challenge themselves under close supervision. All children access a wide range of resources promoting all areas of their development. For example, they attempt inset puzzles, explore sand and enjoy role play.

Regular observations enable staff to have a clear understanding of children's current abilities. Most staff provide good interaction, asking open-ended questions and demonstrating how to do things. They join in with children's games and role model that learning is fun. A positive awareness of diversity is effectively promoted, and children who speak English as an additional language are well supported. For example, the manager speaks to a child in their first language to find out why they are upset. This enables the child to express their feelings and they are soon happy again.

Children gain a good awareness of healthy practices. They can access water at any time and enjoy healthy snacks. Meals are a social occasion with all children eating together in the dining room. Babies and toddlers are protected by very good nappy changing procedures, and outdoor shoes are not worn in the baby room. Children wash their hands thoroughly before eating, and staff use appropriate strategies to encourage children who are less enthusiastic. For example, one child joins in with a rhyme about 'going to the moon' and counts backwards from five to one, then washes their hands. This also promotes their numeracy skills.

Children are praised for using good manners and encouragement promotes positive behaviour. They help take care of the environment and know to put rubbish in the bin. Children are generally motivated to learn and persist with new skills. For example, one child perseveres with trying to roll a hoop and is extremely pleased when they succeed. This encourages other children to have a go too. Children enjoy familiar stories and where able, join in with repeated words. Toddlers squeal with delight and join in with actions of songs. Babies enjoy eye contact with adults and respond with smiles and gurgles, which promotes their communication skills.

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	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	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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