

Beech Hill Nursery School

Inspection report for early years provision

Unique reference number	EY423110
Inspection date	15/11/2011
Inspector	Angela Howard

Setting address	22 Beech Hill Road, SHEFFIELD, S10 2SB
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Type of setting	Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Beech Hill Nursery is a private nursery which opened in 1995 and re-registered in 2010 when the owner set up a Limited Company. It is situated in the Broomhill area of Sheffield. There are nine playrooms on the ground and first floors and two secure outdoor areas for children's use, with access to toilets, a kitchen and storage space. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 68 children aged under eight years may attend the nursery at any one time. Of these, not more than 32 may be under two years. The nursery is open Monday to Friday all year round from 7.30am to 6.30pm, by special arrangement, and children attend for a variety of sessions. There are currently 110 children on roll. Of these, 42 receive funding for early education. There are 30 staff, of which 25 are employed to work with the children. Of these, all hold recognised early years qualifications. One member of staff is qualified to degree level and another has Early years Practitioner status. The setting receives support from the local authority consultant and is a member of the National Day Nursery Association and Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are continually met well through shared information, regular assessment and observation and discussions with the children. Strong links with parents further enhance inclusive practice and the relationship with other professionals is generally positive. Overall, the nursery is safe and secure, however, there is breach of specific legal requirements in terms of the signing of risk assessments. The nursery continuously improves through well-developed rigorous self-evaluation, which successfully secures the best outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment for the baby room, clearly stating when it was carried out, by whom, date of review and any action taken following any review or incident (Suitable premises, environment and equipment).
- 30/11/2011

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

- make more effective use of the outdoors to explore the six areas of learning to extend children's individual learning
- build upon the links established with other settings providing for children in

the Early Years Foundation Stage to ensure that the education provided compliments the education received at other settings.

The effectiveness of leadership and management of the early years provision

The nursery positively promotes the well-being and safety of children. All staff have completed relevant training for safeguarding and their first priority is the safety of children. They are vigilant, fully aware of the signs and symptoms of abuse and know the correct procedures to follow should they have concerns about a child. Robust recruitment and vetting procedures and continued professional development support the high motivation of staff, ensuring that children are cared for by enthusiastic and valued adults. The nursery is particularly secure and access is thoroughly monitored. A fingerprint keypad system ensures only known people access the building. Staff have a systematic approach towards assessing potential risk and take effective steps to prevent accidents. The use of thorough risk assessments on the premises and before any outings ensure children are safe. Practice within the nursery is that risk assessments are recorded daily, however, on the day of inspection the record of risk assessment for the baby room was not available and past records show they are not signed by who did the assessment which is a breach of specific legal requirement.

There are a good range of policies and procedures and regular staff meetings provide opportunities for staff to discuss practice issues or share areas of concern. Furniture and equipment is of generally good quality and the effective deployment of staff ensures children achieve their planned goals in learning and development. The whole ethos of the setting is one of warmth and is very welcoming. Staff ensure children have a strong sense of belonging, helping them to feel settled and secure. One-to-one support ensures children with additional needs make good progress and careful planning of resources ensures learning activities are accessible to all children. Each child is seen as unique and the strong link to their key worker ensures they have a special person they can relate to. Continual development and review of documents and practice demonstrate the provider's commitment to ensure inclusion is at the heart of the setting.

The partnership with parents is good. Each child's key person works closely with parents to secure a good understanding of each child's needs. Exchange of information is clearly two-way and ongoing. As a result, parents feel they play a vital role in their children's care and development and that their views are important. The relationship with other professionals is positive. Staff liaise with other settings and have been proactive with settings, sharing transition records. However, it is not clear how the different settings complement each other to ensure continuity of care and education. Rigorous recording of self-evaluation of the nursery identifies strengths and areas for development and how staff plan to secure further improvements. Plans are well targeted for the benefit of the children, such as the development of the outdoor area. This demonstrates the provision's strong capacity to maintain continuous improvement.

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

Children at the nursery enjoy a full range of activities that allow them to develop all aspects of their learning. They make good progress towards the early learning goals because all staff have a secure understanding of how young children develop. Parents provide a good baseline of information, which staff use robustly in line with the Early Years Foundation Stage to plan well for children's next steps. Children participate eagerly and with great enjoyment. Their creative, physical, problem-solving skills and their understanding of the world develop well as they engage in a variety of activities suitable for their age and stage of development. For example, babies press buttons on toys to make lights flash and music play. They explore shredded paper and sand with glee and squeal with delight as the sand is poured from the jug on to their hands and enthusiastically explore electronic toys and skilfully use the computer to complete simple software matching and painting games. Pre-school children are very polite, share and play together harmoniously. They take turns to listen to each other when playing a game and negotiate the use of tubes as they use their imagination well to create a fire station out of junk material.

Outdoors, children use their imagination well as they use the play house as a home for 'super heroes'. One child takes the lead and dictates the rules of who and how they will live. They decide together that a pretend fire breaks out. This game is extended by another child suggesting they use their magic powers to run away from the burning fire. Skilfully manoeuvring and avoiding obstacles and then they using the ladder of the slide to help them 'fly'. Language and communication are strongly emphasised for all children throughout the nursery. Number work is clearly evident across a wide range of activities and there is great emphasis on building children's self-esteem, and a good disposition and attitude towards learning. Children are fully supported in their experiences by very caring and interested adults who enjoy being with the children.

The well-balanced and nutritious range of food offered raises children's awareness positively about the importance of healthy eating. Children have plenty of opportunities to engage in physical activity daily and take part with gusto in jumping, climbing and running games. They propel and pedal ride-on toys, are spatially aware as they move around obstacles and skilfully climb on the equipment. However, planning for outdoor play is led by ensuring the resources available cover the six areas of learning, not children's individual learning needs. The children learn how to behave well, respect each other and the adults who care for them. They show that they understand right from wrong from an early age and are taught good manners. Children's awareness of risk and safety is promoted well within their everyday play experiences. They learn about their own safety through constant but gentle reminders of safety rules to reinforce safe practice. This helps children understand why rules exist and results in children developing a good awareness of their place in society, ensuring they are well equipped with the skills in order to secure future learning.

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	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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 30/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the child care register section of the report (Arrangements for Safeguarding Children). 30/11/2011