

# Birchwood Private Day Nursery

Inspection report for early years provision

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**Unique reference number** EY345515  
**Inspection date** 05/01/2012  
**Inspector** Sue Anslow

**Setting address** Wellington Road, Kidsgrove, STOKE-ON-TRENT, ST7 4BH

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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.

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## Description of the setting

Birchwood Private Day Nursery privately owned. It opened in 2007 and operates from four rooms within a single storey building and separate portakabin in Kidsgrove, Stoke-on-Trent. All children share access to a secure outdoor play area. The nursery is situated in a quiet residential area close to shops and transport links. It is open each weekday from 7.30am to 6pm all year round. The out-of-school club is open before and after the school day and full time during holidays.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 52 children may attend at any one time. There are currently 72 children aged from birth to under eight years on roll. The nursery currently supports children with special educational needs.

There are 13 members of staff, nine of whom hold early years qualifications to level 3. The setting provides funded early education for three- and four-year-olds and receives support from local authority early years advisors.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development because staff know the children well and work closely with parents and carers. This also ensures that children's individual needs are sensitively met. Welfare requirements are mostly met although some documentation needs updating. Staff enjoy good links with local schools and early years advisors and the out of school service is valued by the community. Self-evaluation of the overall service is currently being developed and has only involved senior staff so far.

## What steps need to be taken to improve provision further?

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

- extend the safeguarding policy to include exact procedures to be followed if concerned about a child's welfare and also if any allegations are made against a member of staff. (Safeguarding and promoting children's welfare) 19/01/2012

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

- match observations of children's achievements and progress to the expectations of the early learning goals
- support children's growing independence as they do things for themselves, such as serving food, drying their hands or free access to craft materials.

- update staff suitability records in all areas on a regular basis
- develop the process of self-evaluation in order to identify the setting's strengths and highlight areas for improvement.

## **The effectiveness of leadership and management of the early years provision**

Children are generally safeguarded and protected in the setting because most aspects of the steps taken to safeguard them are satisfactory. A written policy is shared with parents although it does not contain exact procedures to be followed in the event of an allegation being made against any adult working with the children. Recruitment procedures are sound and staff are never left on their own with children until suitably vetted. However, a full range of suitability checks is not updated regularly throughout the time staff work at the setting. Children are kept safe and secure because staff are vigilant and supervise them well. Regular reviews of the comprehensive risk assessments are carried out and potential hazards identified. Children are also further protected because staff keep good records including accident, medication and attendance records.

Over half the staff team hold early years qualifications and a number of staff are currently undertaking basic training or further training to enhance their knowledge and skills. The manager and her deputy have begun a self-evaluation process and are looking at ways of involving the whole staff team as well as the users of the service. Written policies and procedures are in place and copies given to parents when they first start. The three recommendations raised at the last inspection have been satisfactorily completed and the manager is keen to make further changes to improve the outcomes for children.

Staff work closely with parents and carers. They obtain useful information about each child, such as what they can do themselves as well as their dietary and personal care needs. This means that parents' wishes and children's individual needs are effectively met. The setting's prospectus contains information about routines and activities and parents can view their child's 'My Story' books at any time. Older children are able to take reading books home and 'babysit' the clever crocodile toy for a weekend if they wish. In this way parents become involved in their children's learning and more familiar with the early learning goals. Effective relationships with local schools and other professionals involved with the children are firmly established and contribute to the support of children's welfare and learning.

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

Children and babies are secure in the setting and respond to the regular routines. They happily approach staff and display a strong sense of belonging. Minor squabbles are dealt with appropriately as children gradually learn to co-operate and take turns. Children are able to move freely and safely around the setting although space is limited in the pre-school room. This hinders the setting up of

specific well-resourced play areas which allow children the freedom to exercise their curiosity and imagination. Older school age children attending the out of school club enjoy a separate play area in the portakabin where they can relax and have fun outside school hours. All children benefit from access to a large garden where they can enjoy fresh air and exercise every day, improving their physical skills on the wheeled toys, climbing frames and steps.

Staff are knowledgeable about the Early Years Foundation Stage and use this to support children in their learning. Regular observations of children's efforts and achievements inform the planning of appropriate activities for all age groups. Staff record their observations and file them in each child's individual profile. They do not, however, match these observations to the expectations of the early learning goals, thus hindering a clear tracking system. The environment is reasonably well organised with each group having a range of appropriate toys and equipment. Some use is made of natural materials especially the car tyres and milk crates outside. Babies are able to experience different tastes and textures through the contents of the treasure baskets, which enhance their experiences.

Children's health is promoted effectively through good hygiene routines and the appropriate management of any accidents or illnesses. They readily wash their hands at appropriate times and brush their teeth after meals. They benefit from lots of music and movement activities, singing action songs and moving round the rooms clapping and laughing. Children are provided with quiet places to rest and relax and clean bedding is available for them to sleep on. They are well nourished throughout the day with a good variety of freshly prepared meals and snacks. Fresh fruit and vegetables are included in the daily menu and drinks are freely available in each room. Children learn through play as staff help them understand colours, shapes, numbers and letters through songs, stories, activities and craft work. Most activities are organised and set out by staff which limits children's freedom of choice and growing independence. Older children cannot access the paper towels to dry their hands and lunch time meals are plated up in the kitchen and brought ready served to the table. Children enjoy warm relationships with staff and are praised and congratulated for their efforts, achievements and helpfulness. They are friendly and chatty, proudly showing off their art work and any reward stickers they have gained, which boosts their confidence and self esteem.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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