

Copper Beeches Day Nursery Ltd.

Inspection report for early years provision

Unique reference number	EY332730
Inspection date	15/02/2011
Inspector	Angie Cuffe

Setting address	16 Barkers Lane, Sale, Cheshire, M33 6RG
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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

Copper Beeches Day Nursery Ltd opened in 2006 and operates from four rooms in a converted house. Children have access to a secure outside play area. The nursery is in a residential area on the outskirts of Sale, Trafford. It is open each weekday from 7.45am to 6.00pm for 51 weeks of the year.

The nursery is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare register. A maximum of 36 children may attend the nursery at any one time. There are currently 69 children aged from birth to under five years on roll, some in part-time places. The nursery supports children with special educational needs or disabilities.

The nursery employs 14 members of childcare staff. Of these, two hold appropriate early years qualifications at Level 2 and six at Level 3 or above. In addition one member of staff holds Early Years Professional Status. The setting provides funded early education for three and four-year-olds and is the named setting for the local Children's Centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An extremely well developed knowledge of each child's needs makes sure that staff are successfully promoting children's welfare and learning. Children are mostly safe and secure and enjoy learning about their local area and the world around them. The partnerships with parents, the local schools and other agencies are a key strength and are significant in making sure that the needs of all children are met, along with any additional support needs. This means that children progress exceptionally well, given their age, ability and starting points. Regular self-evaluation by the manager and staff makes sure that the priorities for development are identified and acted on, resulting in provision that responds to all user needs.

What steps need to be taken to improve provision further?

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

- ensure the risk assessments covers anything with which a child may come into contact
- ensure that all children are able to sleep without disturbance.

The effectiveness of leadership and management of the early years provision

The manager and staff have a good understanding of child protection and their responsibilities if they are concerned about a child's welfare. They are confident to follow procedures and link with other agencies to ensure children are safe. A comprehensive child protection policy is shared with all staff to keep them informed of their responsibilities. Children are further safeguarded by the settings robust recruitment, vetting and induction procedures which help ensure the suitability of staff who work with the children. Clear procedures are in place to monitor their ongoing suitability. Detailed risk assessments on the premises, and also for outings, ensure that safety is continually monitored and reviewed. Nevertheless, some hazardous plants in the garden and the temperature of the uncovered radiators have not been included in these checks and pose a risk to children. Fire drills are practised regularly, which ensures children understand what to do should the need to evacuate the premises arise. Most of the required records and documentation are in place. Parents give written consent for the nursery to take appropriate action and if necessary to take their child to the hospital. However, this is not in line with the wording of the specific legal requirement and may lead to some confusion in meeting a child's individual needs.

The highly motivated staff team actively promote equality and diversity, in their practice, to ensure all children have a good understanding of the way other people live. They work well together, supporting each other to ensure consistency of care for individual children. Staff demonstrate a commitment to promoting positive outcomes for children. They develop their own knowledge through ongoing training and in their contributions to the setting's self-evaluation processes. This ensures all aspects of the provision are monitored and evaluated, therefore supporting ongoing improvement. Careful planning and deployment of resources, ensures that each area within the nursery feeds into the six areas of learning and five outcomes. As a result, children successfully progress towards their early learning goals.

The manager and staff team have established positive relationships with parents, carers and other providers. A good level of information is gathered from parents at the outset to support children during their settling-in process and to enable staff to respond well to their care needs. Parents have opportunities to share their children's progress records as and when required during the day and at regular parents evenings and informal open evenings. They are actively encouraged to participate in nursery activities, such as, supper evenings where they have the opportunity to sample the food their children are given at the nursery. Children and parents thoroughly enjoy the graduation day, when they leave nursery and move onto school. This effective practice further promotes the link between home and nursery. Each child is recognised for their uniqueness and as a result, they are beginning to learn to value differences and diversity. Effective systems are in place to support children with special educational needs, resulting in them making good progress.

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

Children's welfare and learning is promoted extremely well because, the manager and staff support them in their play and learning. An excellent tracking system is in place and used effectively, for example each area of learning is sectioned into different columns and then broken down; tracking is then carried out on each child to see where they are up to in relation to the learning and development requirements. The areas identified are planned for and then reviewed to see whether each child has achieved or not. Assessment through high quality observation is rigorous and the information is used very well to inform planning. Each room has individual planning for each child, taken from their interests and learning needs, as identified in the assessment system.

Children are extremely happy and enthusiastic in their play; they really enjoy their time at the nursery, are independent, move around and freely choose from the activities available to them. They run around and access lots of different toys and large equipment in the extremely well-planned outside area. Children access a large climbing frame and climb the ladders with ease and determination and then find their reward as they glide down the slide. Other children chose scooters, cars or balance on crates. They skilfully peddle the bikes and use garden tools to dig in the dirt. The children develop a keen interest in nature as they plant and grow their own fruit and vegetables in their mini allotment. They are thrilled when they find a worm; they study it for a while, discuss what it looks and feels like and then carefully put it back where they found it. Children develop a positive attitude towards diversity and take part in activities linked to various festivals, such as Chinese New Year. Counting activities and playing with electronic puzzles, computers and calculators, as well as, daily access to the interactive whiteboard, promotes children's problem solving and reasoning skills and successfully develops their skills for the future.

Every child's welfare needs are given close attention. Warm and caring relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines and planned activities, for example, the use of the zebra crossing in the garden and role-play activities arranged by the pedestrian patrol person, during a recent visit. Children follow clear rules about the safe use of equipment, such as, scissors and the large climbing frames in the garden. Good hygiene practice across the provision helps to minimise the risk of spreading infection, such as, using tissues to wipe their noses and disposing of them appropriately. They follow routines well, such as, washing their hands before meals and they discuss the importance of hand washing after outdoor play. The children are provided with healthy home cooked meals and snacks, which are detailed on a weekly menu; they have access to drinking water at all times, to enable them to satisfy their thirst when needed. Children rest or sleep in designated areas. However, some children are disturbed as other children and staff walk by, which may mean that their sleep is less restful.

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	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	1
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	1

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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