

Beach Hill Nursery

81 Beach Road, SOUTH SHIELDS, Tyne and Wear, NE33 2QT

Inspection date	19/11/2012
Previous inspection date	20/10/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Parents evenings, daily diaries and frequent discussions keep parents informed of their child's progress. Information is also provided for parents on how they can support their child's learning at home, helping to support continuity in children's learning and development.
- Resources are freely available and children are able to access these independently; this helps to develop their confidence and gives them choices in their play.
- Regular outings provide opportunities for children to explore and develop their knowledge of the local environment.

It is not yet good because

- Information regarding children's prior learning is not always sought from parents and not used to assess each child's starting points or identify the next steps in their learning.
- The children's key person is not paired with a 'buddy' who knows the babies and families well, and who can step in when necessary.
- Resources, such as a sofa or comfy chair, are not available in the baby room for babies and their key person to be together.
- Self-evaluation is in the early stages and as yet does not fully identify and prioritise targets for improvement, which does not fully promote all outcomes for children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all playrooms and in the garden.
- The inspector carried out joint observations with the manager.
The inspector looked at children's learning journals, planning documentation, risk assessment, accident records, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of a parent spoken to on the day.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

Beach Hill Nursery was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a residential area of South Shields and is managed by Nash Childcare Limited. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 66 children on roll who are within the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 16 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. Two staff hold Early Years Professional Status and one has Qualified Teacher Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop systems to work with parents to collect and assess each child's starting points at the point of registration; use this information to identify the next steps in their learning and to show how children are progressing across all areas of learning in relation to their age and stage of development.

To further improve the quality of the early years provision the provider should:

- develop further the key person system by introducing a buddy system to support babies' continuity of care
- provide resources, such as a sofa or comfy chair, in the baby room to extend opportunities for babies to spend time with their key person
- develop further formal systems for self-evaluation to fully identify and prioritise targets for improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a friendly, caring and welcoming environment for children and their families. They are implementing systems to support children's progress across all seven areas of learning. Children's learning journals contain a range of information, such as observations, annotated photographs and information from parents. Observations are linked to the seven areas of learning and staff are using these to plan next steps in children's learning. Children's individual 'learning path' shows how staff are using their quarterly summative progress sheets and the two year progress check to plan a varied range of activities. Their

interests and 'my home news' sheets are also used to plan a motivating range of outings, such as visiting the local beach, train station, woods and car wash. This supports children's learning and development. However, systems to collect relevant information to assess children's initial starting points are not fully in place. This information is therefore not always available or used to highlight the next steps in children's learning or to show how children are progressing across all areas of learning in relation to their starting points on entry.

Staff use children's interests to plan a wide range of interesting and relevant outings. For example, staff use children's favourite stories to plan an outing to the local woods. They have great fun strolling through the 'dark wood' to search for different animals. This also gives them the opportunity to develop their imagination as they make-believe by pretending to be their favourite character. Staff also plan a trip to the local doctors surgery and set up a surgery role play area after a child's recent visit to the doctors. This enables children to recreate their experiences in play situations. Parents are asked to complete 'my home news' sheets, which staff use to plan activities that link to learning at home. For example, children had visited a local China Town with their parents. Staff provided opportunities for children to visit the local Chinese supermarket to buy a variety of food. They then helped to cook and taste the food. This helps to promote continuity in children's learning and enhances the experiences they have at home.

A wide range of opportunities are available for children to explore everyday and natural resources, both indoors and out. For example, staff provide a range of everyday and natural resources for babies to explore and investigate freely. Toddlers enjoy making sounds with pans and large spoons in the outdoor area. Older children enjoy digging in the soil, searching for worms and bugs. All children enjoy accessing the outdoor play area. They have great fun investigating the effects of wind, as they watch and talk about the noises the chimes make, how the streamers blow and the windmill turns. This helps to develop children's understanding of the world around them. Staff repeat unfamiliar or difficult words, which helps to promote children's speaking skills and vocabulary.

Staff have developed systems to complete the two year progress check for all relevant children. They liaise with parents to ensure they are fully involved in the process, and this helps to keep them informed about their child's progress and development.

The contribution of the early years provision to the well-being of children

Children have formed warm relationships with all staff and are observed to be happy, settled and confident within the setting. All children are assigned a key person and parents are informed of how they can support and guide their child's development at home. Staff work with parents to collate information to meet their child's care needs and routines. However, a key person 'buddy system' is not in place, which does not fully provide consistent care for all babies when necessary. Resources, such as a sofa or comfy chair, in the baby room are not available. This limits opportunities for babies and their key person to be together.

The setting has achieved a '5 star' rating for food hygiene and has two designated cooks

who provide a healthy and nutritious range of meals and snacks. Children clearly enjoy the food provided and confidently use their cutlery to feed themselves and to cut their own food. Staff provide appropriate support when needed. Staff have worked with local health visitors to develop their systems for preparing babies' bottles to ensure these are sterilised and stored appropriately. This helps to protect babies' welfare. Fresh drinking water is readily available throughout the day. Children are developing their self-care skills and are learning about good health practices. They are encouraged to wash their hands before meals and after messy play, and older children confidently talk about, 'getting the muck and germs off'. A visit from a local dentist and older children brushing their teeth after lunch encourage children to follow healthy routines. Staff help develop children's awareness of safe practices. For example, they talk to children about not running indoors and holding the banister when walking downstairs. Visits from the fire and police service also promote children understanding of safety and how to keep themselves safe.

Children are very well behaved and staff provide lots of appropriate praise and encouragement. Children have independent access to activities and resources, enabling them to make choices and decisions about what they do. Transition arrangements are in place and staff provide good support to children when moving from room to room and they prepare children well for school.

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

Staff have a sound understanding of the learning and development requirements. Suitable systems are in place to plan and assess children's learning. Staff provide an interesting learning environment mostly tailored to children's interests and stage of learning. Suitable links have been developed with parents. For example daily diaries and regular parents evenings keep them informed of their child's progress and daily routines. Parents are very happy with the service provided and state that they 'have a good relationship with staff', who are 'polite, helpful & friendly'. They also say that they are 'really pleased with the nursery and find the staff approachable friendly and caring'.

Clear policies and procedures are in place; these are regularly updated and known and understood by all staff. These are also readily available for parents, keeping them informed about the service provided. Induction packs for staff and students are in place and robust systems ensure that everyone working with the children is suitable to do so. Effective systems for staff supervision are in place. This provides opportunities for staff to improve their personal effectiveness and highlight any training needs. The management team support staff to improve their qualification level and all staff have relevant qualifications. Staff work with a range of agencies to support children's learning and development. For example, they use information from the speech and language team to support children's speaking skills and work with parents to identify basic words in children's home language. This helps to ensure all children are fully included within the setting.

Staff use information from parents, children and local authority advisors to develop the service they provide. For example, parents complete regular questionnaires. Staff use this

information and feed back to parents how they have used their comments to promote outcomes for children. For example, 'You said, we did' sheets clearly show the improvements they have made to meet parents' requests. However, formal systems for self-evaluation are in the early stages and improvements for the future are not always clear.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY331620
Local authority	South Tyneside
Inspection number	888238
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	57
Number of children on roll	66
Name of provider	Nash Childcare Limited
Date of previous inspection	20/10/2009
Telephone number	0191 455 2772

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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