

Beech Green Nursery/Childcare

Beech Green Primary School, St James, Quedgeley, Gloucestershire, GL2 4WD

Inspection date

25/04/2013

Previous inspection date

04/12/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 2

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

- Children become confident and are keen and interested in the wide variety of activities.
- Staff deployment is good and provides children with a calm environment and good adult support, so children behave well.
- The well established team of staff work effectively together to assess and plan activities which means children make good progress in their learning.
- Partnerships with parents and other professionals are effective and support children's ongoing development well.

It is not yet good because

- The provider has committed an offence by failing to inform Ofsted about a significant event which impacted on the safety of a child in the nursery.
- Outdoor play in the large playground is not always as well resourced or planned for as in other areas which means some children are not fully engaged in new and interesting activities that follow their interests in this area.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the play room, studio and the outside areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook discussions with the manager and the nominated person.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and the written self evaluation form.

Inspector

Karen Prager

Full Report

Information about the setting

Beech Green Nursery and Childcare opened in 1997. It is run by a committee. It operates from the nursery classroom, studio and school hall in Beech Green Primary School, in Quedgeley, Gloucestershire. There is full disabled access and an access toilet. The nursery serves the local area, and the out-of-school club serves families whose children attend the primary school. The holiday club is open to children from local schools.

The setting is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 122 children on roll and of these 63 children are in the Early Years age range. Care is provided for children with special educational needs and/or disabilities and children who learn English as an additional language.

The nursery opens five days a week during term time, except for bank holidays. Opening times are Monday to Friday, 8.45am to 11.45am and 12.15pm to 3.15pm. The out of school club is open 8am to 8.50pm and 3.15pm to 6pm. The holiday club is open for two weeks during the Easter break and four weeks in the summer break from 8am to 6pm.

There are 10 permanent and three supply staff who work with the children. They all have appropriate qualifications for working with children of early years age range. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- encourage children to become more deeply involved with activities outdoors, providing them with new and unusual experiences and resources that fully engage their interests in the large outdoor play area.

Inspection judgements

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

Staff provide a welcoming and stimulating environment where children settle well to learn. The daily routine has a good balance of child-led and adult-directed activities. Staff understand that children learn through play and give them individual support for their learning during the free-play sessions. Children show that they are keen to be involved and are motivated to learn and they make good progress towards the early learning goals.

Children's interest in learning is sparked by activities such as the 'Living Eggs'. Children

learn that the small chicks need to be cared for very gently. They use new words and explain that the incubator is under the table. They are keen to ask questions and to share what they have learnt. Children who are learning English as an additional language are sensitively supported so that they feel confident with their friends. Children with special educational needs are very well supported and make good progress from their starting point and so successfully join in all activities provided. Staff encourage children to listen to each other when they have group time, and to think carefully about how many children are present. They use the number line to read from and can say there are 23 children present.

Children listen carefully to staff's instructions and express themselves effectively.

Throughout the day staff interaction is positive and encouraging. Activities are planned taking into account children's interests and their next stage of development, and their current need. For example by adapting a story time into a movement session to meet the needs of the children who are restless. Children respond well to this and move in a variety of ways to varied the music.

Good communication channels mean that parents are well informed about the care and education their children receive. Staff make themselves available to parents to talk when children arrive and leave each day. Several parents' sessions are scheduled each year which enables a more in-depth conversational about children's current stage of development and the next steps. They assess the progress of children of all ages who attend the nursery and a summary assessment sheet is given to parents for all children. This means that parents are able to continue to support children's development at home.

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

Children show that they feel secure and settle well to an activity when they arrive. The key person system is well-established which helps children and their parents feel confident in the care provided. Children confidently share their thoughts and ask for help when they need it. The children who attend after school relate confidently with the older school children. Staff are good role models and offer children clear explanations about what they expect as a result children behave very well and listen to instructions. Staff remind children about keeping safe, such as being aware of others when they use the scooters. These secure relationships and the development of appropriate social skills means that the nursery children are well prepared for their future move to school.

Children are beginning to learn about healthy lifestyles. They develop independence when they wash their hands before they eat. They discuss caring for the chicks and know that the brooder box needs to be kept clean. Children are encouraged to pour their own drinks. Children have daily opportunities to explore and investigate as they play outside. The setting is welcoming with a balanced range of resources that are used effectively to help children learn and develop. Children have daily opportunities to explore and investigate when they play in some outside areas. The courtyard play area is well planned and equipped with a good range of resources. However, activities are not as well planned when children play in the large playground. As a result, children are not always fully

engaged by new and interesting activities when they play in this area.

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

The manager demonstrates an appropriate understanding of the requirements for the Statutory Framework for the Early Years Foundation Stage overall. The inspection was brought forward, following concerns received about a child leaving the building. It was found that a child did leave the building which means that all necessary steps to keep children safe had not been taken. The staff have since taken effective action to ensure that this does not happen again. Parents now wait outside the building and staff hand each child over to the parents individually. The nursery did not inform Ofsted about this incident. This is a breach of the safeguarding and welfare requirements as they did not notify Ofsted about a significant event which is likely to affect their suitability to care for children.

The management has a strong determination to provide high quality care and learning experiences. Following the incident they took steps to ensure that children are protected in the setting, for example reviewing all risk assessments. All staff have received training in safeguarding children and appropriate vetting checks are carried out to establish that they are suitable to work with children. Staff demonstrate a good understanding of the learning and development requirements. The clear leadership of the staff helps to run the nursery and out of school care smoothly, as well as to monitor and develop their performance and the quality of the provision. Staff practice is monitored on an ongoing basis by the manager. Annual appraisals of their work are carried out and a system for interim supervision meetings is being established. The views of parents and staff about the quality of the provision are taken into account. Regular staff meetings and supportive management means that the views of staff are readily shared. The manager works closely with the committee to identify areas for improvement and take appropriate action.

Staff are proactive in sharing information about children's development with other nurseries which the children attend. Partnerships with other professionals are also well established to meet the needs of all children. This contributes well to consistency in their learning. Partnerships with parents are strong and they speak highly of the care and support that the children receive.

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 action. 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	101883
Local authority	Gloucestershire
Inspection number	909466
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	24
Number of children on roll	122
Name of provider	Beech Green Nursery/Childcare Committee
Date of previous inspection	04/12/2009
Telephone number	07725842309

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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