

Beechwood Nursery

Shady Lane, Bromley Cross, Bolton, Lancashire, BL7 9AF

Inspection date	03/04/2013
Previous inspection date	22/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and confident in the nursery while playing and learning. Staff have a good knowledge of how to maintain children's emotional security and keep them safe.
- Children make good progress in their learning because staff are well qualified and have a comprehensive knowledge of how to help them learn. Staff are enthusiastic in their work, which is communicated to the children and, in turn, helps to motivate them.
- The nursery forms effective partnerships with other professionals and settings, in order to support children's learning and welfare through exchanging information. This includes times when children are joining or leaving the nursery.
- The nursery has well-qualified staff who are considerately managed, so that they are retained due to work satisfaction. This provides continuity of attachment for children, helping them to learn.

It is not yet outstanding because

- The nursery has not explored fully the ways in which it can support all parents to make ongoing contributions to children's learning records, and therefore to the planning for their learning.
- The organisation of some everyday small group times for children has not been fully evaluated, with regard to the most effective use of space and resources. As a result, some opportunities to extend learning are missed.

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 reviewed a range of information available about the nursery, to prepare for the inspection.

A tour of the premises was made, and the inspector had an initial meeting with the
- managers to establish a timetable for the day, which included time to discuss the leadership and management of the nursery.

The inspector carried out observations on childcare staff and their interactions with
- children throughout the day, and examined documentation related to children's welfare and learning.
- Some staff members were interviewed to ascertain their knowledge of areas, such as safeguarding and individual children's learning.
- A joint observation was made by the inspector and the deputy manager of a member of staff who was leading a one-to-one activity for children.
- The inspector also spoke to children to gain information about their learning.
- Parents were encouraged to share their views about their children's care and learning in the nursery.

Inspector

Jennifer Kennaugh

Full Report

Information about the setting

Beechwood Nursery was first registered in 1984 and is owned by a limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from the ground floor of converted large domestic premises in Bromley Cross, Bolton. There is a step to access the premises and a ramp is available if needed. Children are cared for in four rooms and there is a large enclosed outdoor play area.

The nursery is open from 7.30am to 6pm for 50 weeks a year. There are currently 60 children on roll, all of whom are within the early years age range and attend for a variety of sessions. The nursery provides funded early education for three- and four-year-olds and supports children with special needs and/or disabilities. It employs 12 members of staff, of whom nine are qualified to level 3 or higher. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- support staff to develop their reflective skills about how space and resources are used at everyday times, such as before meals or at registration times, in order to make the best use of these for children's learning
- develop ways to support all parents to feel confident enough to contribute information to children's learning journeys and engage with their children's learning in this way.

Inspection judgements

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

Children make good progress in their learning, whatever their starting points, as key persons have strong knowledge of how children learn. They make individual plans based on their observations of what children can do, and use information about their interests to help motivate them in their learning. Educational programmes draw on children's observed needs, as well as themes which are used across the nursery, depending on children's ages and stages. Prior to starting a new theme, such as 'Spring', staff talk to children in their key groups about the activities they would like to do, to give them ownership of their learning and to find out what they already know. This enables staff to plan in an informed

way for individual children. The educational programmes have depth and breadth, as a result of this well-organised approach, and management monitors planning regularly to ensure that this is consistent across all rooms. Comprehensive assessments are made of children's learning through tracking their progress in detail. This enables staff to see if progress is as expected, above or below for their age and stage. Consequently, staff are able to address any gaps in learning that may emerge, so that early intervention can prevent greater future difficulties. The nursery has implemented the progress check at age two, and allows children to thoroughly settle before producing this, if they join the nursery between their second and third birthdays. This means that children are only assessed when they are emotionally secure in the nursery, and therefore able to learn effectively.

Children have daily opportunities in the pre-school room to reinforce their knowledge of letters and sounds in small groups. They also can choose to practise writing letters and numbers as part of the activities continually offered, and staff complement this by using everyday opportunities to show the importance of written communication. For example, they write children's names on paintings or pictures and encourage those who are ready to copy the words. However, not all times of the day are efficiently used to develop learning in the pre-school and toddler room. For example, in the toddler room, staff do not give sufficient reflection to the use of space and the organisation of small group time when encouraging children to register themselves on the 'Who's here?' board in the morning. As a result, some opportunities to reinforce awareness of others and also to engage in activities like action songs or rhymes are not taken. Before lunch, pre-school children gather in a group before washing their hands and putting on aprons. The staffing and organisation of this time means that, while children are supported to practise their independence skills, opportunities are missed to again reinforce learning, such as through singing or focused talk.

Children in pre-school have continuous access to play with water, sand, paint and drawing materials, as well as boxes, tape and glue for making models. As a result, the nursery provides a strong environment for children to develop their manipulative skills, and staff can also build their knowledge of words through these experiences. Staff are skilled at capitalising on learning opportunities in spontaneous talk with children, such as when they are drawing, and staff use the shapes in their pictures to test their knowledge of shape names. Staff in the pre-school room also make effective use of one-to-one work with children to assess their vocabulary, such as about textures, in order to identify gaps and plan further. For example, they loosely blindfold children and give them baskets of soft, smooth or rough objects to feel, encouraging them to use descriptive words and, if possible, identify the objects without looking. Children enjoy simple matching games, such as picture dominoes, which develops their early foundations for using symbols like numbers and letters. They take part with enthusiasm in music and movement sessions, learning how to recognise rhythm and rhyme, which is good support for when they later learn to read. The nursery encourages children to help care for the setting's pet rabbit by helping to count out scoops of food for it. The presence of a pet in the nursery also enables children to learn about what living things need to stay healthy, as part of learning about the natural world, in addition to the planning based on themes, such as 'Farms' or 'Spring'. Children have access to two laptop computers to play simple games in numeracy and literacy, while developing their familiarity with information and communication technology equipment. Overall, children are well prepared with the skills needed for

transition to full-time school.

Toddlers have continuous access to toys that help to support their physical development. They can jump in ball pools and learn the manipulative skills needed to work cause and effect toys. Staff help them to print pictures using paint and fruit halves, and are careful to teach colour names, while children enjoy developing their creative and manipulative skills. Children independently show interest in books in the toddler room, and sit engrossed in their favourites for some time, before asking staff to read to them. Staff help children to learn shape names through small group activities with shape sorters. This also helps children to gain spatial awareness, as they try to orientate the shapes correctly to go in the slots. Babies are cared for in a light and airy conservatory, with lots of mobiles hanging from the ceiling to provide interest for those who are not yet mobile or sitting. There is a good selection of simple cause and effect toys, sturdy books and textured toys to encourage mobile babies to crawl to objects of interest. Consequently, babies are well supported in their physical development. Staff follow their interests and help them to look at books, to stimulate speech by pointing out the pictures. They engage babies in simple turn-taking activities to develop the basis for early conversation, developing their communication skills. Babies have regular opportunities to explore making marks using paints, and to learn that their actions produce an effect. This forms the basis for mark-making activities with crayons and pencils as they grow and develop.

Parents contribute to children's learning records through providing comments for the progress check at age two. The nursery sends home children's learning journeys at regular intervals, as part of helping parents to engage with their child's learning, and provides space in the record for parents to make observations. Some parents are confident to make written contributions in this way; however, this is not consistent and has scope for development, so that more ongoing information is available from parents to inform the individual planning for their child. The nursery explores some ways to help parents share learning experiences with children, by lending books. It also makes use of a take-home toy and book, to give children and parents the opportunity to create part of the story for the toy, using drawings, photos and writing together. This helps to develop children's interest in books, by personalising the experience.

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

The nursery operates a key person system in order to support children's emotional welfare, and key persons show strong knowledge of children and their families. This is due to their observations, information from parents and talking to children informally or during group times. Key persons are therefore able to talk to children about significant people in their lives, which helps to develop children's ability to sustain a conversation and build their confidence. Consequently, children's learning is supported due to their strong emotional security. Children demonstrate their confidence by exploring the space and resources thoroughly, indoors and outside, as well as by frequently well inviting staff to become involved in their activities. For example, children engaged in drawing snowmen in the pre-school room ask staff to look at their creations and discuss the detail like scarves and hats to be added to their pictures.

Children's behaviour is good and they use resources safely, showing regard for their own safety and that of others. They have free access to a range of resources that cover all areas of learning, in order to help them develop independence through being able to make their own decisions about what to play with. Children's welfare is well protected by a comprehensive range of policies and parental permissions. For example, detailed records and permissions are held for children regarding the administration of medicines. The nursery provides an environment which gives children a broad range of opportunities to take reasonable risk in their play outdoors, with careful supervision. The outdoor play area is well-resourced with equipment for children to develop their whole body control and enjoy exercise as part of a balanced lifestyle. Children have ample opportunities to run, pedal and climb in the large garden, as well as developing their hand-eye control by rolling hoops or scooping sand. They show a good level of self-care, especially in the pre-school room, with children able to manage a variety of aspects of personal hygiene, such as keeping their noses clean. Meals and snacks are healthy, and children have access to water and fruit over the day. This ensures that children receive a balanced diet and learn how to manage their needs for healthy snacks and drinks. Staff talk to children in the toddler room about milk being good for them, as part of early learning about the importance of good nutrition. All areas of the nursery are clean and well maintained, including the kitchen, toilets and nappy-changing areas. Suitable practical safety measures, such as door hinge covers and fireguards over heaters, are employed, without detracting from the homely atmosphere of the nursery.

Transitions within the nursery are well managed, with plenty of discussion with parents to support children when changing rooms. A flexible approach which is based on the needs of the individual child is taken at all transition times, to maintain children's emotional well-being. The nursery requests information from any previous settings attended by children in order to inform their initial planning, and also seeks detailed information from parents to supplement this. Comprehensive information to support children's good health and well-being is kept from when children join the nursery, in order to meet their needs, such as dietary requirements. The nursery passes information about children's progress to next settings when they leave, including for full-time school. There is effective liaison to ensure that children with special educational needs and/or disabilities experience smooth transitions in and out of the nursery, while having their needs met. The nursery forms partnerships with other agencies to support effective care and learning for children with special educational needs and/or disabilities. This includes implementing exercises from physiotherapy, or using additional methods of communication, such as signing and pictures.

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

Contribution to risk assessments and safety checks are detailed and regularly reviewed to enable children to play safely and freely in permitted areas. Staff receive regular, externally delivered training in safeguarding. Consequently, they have a comprehensive understanding of how to manage any concerns they may have about a child's welfare. Managers and staff are checked and vetted for suitability to work with children. All documentation related to statutory requirements is completed to support the safe and

effective running of the setting, including a policy for the use of devices with cameras on the premises, such as mobile phones. A comprehensive range of policies and procedures is used to maintain a good standard of care and learning for all children in the nursery, including those with special educational needs and/or disabilities.

Responsibilities of staff and managers are clearly defined to ensure that staff have a clear understanding of how to carry out their roles to a high standard. There is a thorough approach to the recruitment of staff, to ensure that an effective staff team is maintained. There are also comprehensive procedures in place for induction of new staff and students in order to protect children's welfare. The nursery has effective procedures in place to manage staff performance, and the staff team is a stable one, showing that they respond well to their management. Staff are supported to identify areas where they would like more training through regular meetings as a whole staff team and individually through appraisals. This helps to maintain a good staff understanding of how to promote children's learning.

Staff plan activities based on the needs of individual children which provide good levels of challenge appropriate to their age and stage of development. The educational programmes that result from planning are monitored by managers to ensure they consistently have depth and breadth. Staff make accurate assessments of children's progress and this is supported by recording systems that enable gaps in learning to be identified. As a result, staff can plan with precision for children in their key groups, to enhance their learning. Staff quality of teaching is monitored by managers, through daily informal observations and more formal ones that inform the appraisal process. This enables any perceived underperformance to be quickly tackled so that staff are clear about the high standards expected from them, when working to build children's learning. It also enables the manager to identify any individual training needs for staff that will enhance the welfare and learning of children. The nursery has a good range of books about childcare and learning to support staff who wish to add to their professional knowledge.

The nursery has established good partnerships with parents, who praise the nursery warmly for its care and education of children. Parents contribute to the evaluation process, both through verbal and written means, and their ideas are used to enhance practice. For example, parents suggested that it would be helpful to know which members of staff will be present at different times of the day for each room, so that they can talk to children about this as preparation for their session. Staff have regular opportunities to share information with managers for the evaluation process at whole staff meetings, and also as part of their appraisal and supervision meetings. Children's views are important to the nursery and they are supported to provide ideas for activities in nursery-wide themes. This helps to build their sense of ownership of their learning experiences and increase motivation to learn. The nursery maintains an effective partnership with early years support from the local authority, in order to develop its provision further. The nursery has met all recommendations from the previous report, showing a positive attitude towards continuous improvement in order to enhance children's care and learning. The information gathered through evaluation enables managers to identify areas where improvements can be made; for example, involving parents directly in the setting by inviting them to baby massage sessions held by staff who have been trained in this.

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	403577
Local authority	Bolton
Inspection number	909788
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	60
Name of provider	Plas Tirion Ltd
Date of previous inspection	22/03/2011
Telephone number	01204 303 168

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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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