

# Birchwood Private Day Nursery

Wellington Road, Kidsgrove, Stoke-on-Trent, St7 4BH

<b>Inspection date</b>	18/07/2013
Previous inspection date	05/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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

- Practitioners have high expectations for children and a good awareness of how young children learn, which ensures that each child makes good progress from their starting points and are well prepared for school.
- Children's behaviour is good as they are treated with respect, kindness and are provided with clear instructions so that they understand the expectations of the practitioners who care for them.
- Parents are provided with daily information about their child's well-being and progress and are actively involved in contributing information about children's learning at home, which provides continuity for children's learning.

### It is not yet good because

- Although children's learning and development is supported well, the current planning system does not show how individual children are to be supported across all areas of learning. This means that not all staff members have access to relevant information needed to implement plans effectively.
- Self-evaluation is not fully established in order to clearly prioritise weaker aspects of practice.
- Vetting procedures for new staff are not fully robust as references given verbally are not recorded.

## 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 all rooms and the outside learning environment.
  - The inspector carried out a joint observation at snack time with the manager.
  - The inspector spoke with children, staff, parents, the manager and owner throughout the inspection.
- The inspector looked at children's assessment records, planning documentation,
- evidence of the suitability of practitioners working within the setting, and a range of other documentation.

## Inspector

Sharon Lea

## Full Report

### Information about the setting

Birchwood Private Day Nursery opened in 2007 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a quiet residential area of Kidsgrove, Stoke-on-Trent and is close to shops and transport links. It operates from four rooms within a single storey building and separate portakabin. All children share access to a secure outdoor play area.

The nursery employs 14 members of staff, eight of whom hold early years qualifications to level 3 and one at level 5. It is open Monday to Friday 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. A maximum of 52 children may attend at any one time. There are currently 89 children aged from birth to under eight years on roll. The nursery supports children with special educational needs and provides funded early education for two, three, and four-year-olds. It receives support from local authority early years advisors.

### What the setting needs to do to improve further

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

- implement a thorough self-evaluation process and action plan, which includes the views of parents, children and staff, to overcome weaknesses and identify strengths and areas for further development.
- ensure that all references for new staff, including those taken verbally are clearly recorded in order to demonstrate that safe recruitment practices are being followed.

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

- review the current planning system in order to demonstrate that plans for individual children in all areas of learning are clearly identified, in order to ensure that all staff can readily identify and implement arrangements for each child's next steps.

## Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage framework. This is used appropriately to provide stimulating activities, which support children's learning and development and prepare them for the next stage of learning, such as school. For example, children explore different materials and carry out scientific discovery, predicting which items may sink and which will float, testing out and recording their theories. Staff gain information from parents about children's development levels on entry to the setting and use this to inform initial planning and assessments. They observe children daily while playing and use these observations to plan for children's next steps. Staff know their key children well and how to support them in meeting their needs. As a result, children make good progress towards the early learning goals. However, the planning record currently in use does not clearly identify how children are supported across all of the seven areas of learning. This means that staff who provide cover when the key person is absent are not as well informed about how to support children's learning.

The indoor and outdoor environments are well-resourced and children are able to help themselves to resources independently from open shelves or drawers as they initiate their own play. For example, in the toddler room children request puppets to play with and tidy for themselves an area to enable them to select and use these. This means that they are learning good behaviours, such as how to keep areas safe and tidy. Resources support all areas of learning and are of good quality. Children are cared for in different rooms according to their age. This ensures that resources are age and stage appropriate to support children as they make progress towards the early learning goals.

Children develop good physical skills as they engage in activities indoors and outdoors. Staff ensure that babies have opportunities to develop confidence in crawling and walking using furniture and staff as support. They ensure that activities are easily accessible to support the needs of all, for example in the baby room where a sand tray is placed on the floor to enable both walking and crawling babies to participate. Good use is made of the garden to encourage children to be active in their play and learning. Toddlers excitedly play 'hunt the camel' and actively explore the environment, seeking him out in order to take turns to hide him again. Children have access to a range of large equipment to support their physical development and a separate area for babies ensures that they can also safely make use of the outdoor environment.

Staff complete a thorough progress check at age two, sharing a well-detailed report with parents. Parents are encouraged to be involved in their children's learning and some enthusiastically share information about their child's achievements from home. This is displayed in the setting on a wow board or tree of pride. The setting values the contribution that parents make and actively seeks their views through annual parent's evenings and questionnaires. Children's starting points are discussed with parents on entry to the setting and staff share information about progress and well-being with parents through a daily diary to keep them updated about what their child is doing in the setting. As a result, children benefit from a consistent approach to their learning, which in turn enhances the progress they make.

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

There is a good key person system in place, which supports children in forming positive attachments with staff. For example, the nursery offers settling in sessions that allow children to build attachments with their designated key person. Sessions are tailored to the individual needs of babies and children. Staff complete 'all about me' documentation with parents to ensure that information to support the child's care, learning and development is gained before children start to attend fully. This means that staff can provide for the child's routine needs and interests from the outset, resulting in children's physical and emotional needs being met.

Healthy lifestyles are appropriately promoted as the nursery provides a balance of meals and snacks freshly prepared on the premises. Children have daily opportunities to be physically active in the garden, so they learn about the importance of exercise. During hot weather, they learn about the importance of applying sun cream and wearing hats to protect them from the sun and the need for regular drinks to keep them cool and hydrated. Good hygiene routines are promoted as children are reminded to wash their hands before eating and after using the toilet. Systems are in place to inform staff of any health or dietary issues the children may have and there are thorough records of accidents and any medication administered. Children develop their self-care skills through pouring their own drinking water, washing their hands and getting dressed. Babies and toddlers develop skills to feed themselves using their fingers and appropriate utensils. Toddlers are learning how to keep themselves safe through activities, such as cutting, where they learn how to use scissors correctly. Older children are supported by watchful staff to test their own physical boundaries when using outdoor play resources. However, children's sense of feeling safe is misplaced as recording procedures for the vetting of new staff are not fully robust.

A good emphasis is given to establishing strong relationships throughout the nursery based on mutual care and respect between staff, children and parents. Children are well-behaved because staff have a positive attitude to behaviour management. Consequently, they know the simple rules and what the boundaries are. Older children confidently praise one another for their achievements and respond enthusiastically when they hear the tidy up music, working together to tidy the room before the music stops. Children learn to play cooperatively from an early age as staff encourage them to share and take turns. Children are confident, friendly, well-mannered and motivated.

Babies and children are gently supported to settle quickly into the setting, which respond to their individual needs. For example, additional sessions are offered when children find it difficult to settle. Staff work together to support children's progress to other groups in the nursery, and effective procedures are in place to support the pre-school children as they prepare to move on to school. Staff have arrangements to share the children's achievements and reception teachers are welcome to visit the nursery. This helps support continuity of care and learning for children as they move onto school.

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

**provision**

The manager has a reasonably sound understanding of her roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are well safeguarded because all staff are aware of the procedures for dealing with child protection concerns. The management ensure that access to the premises is secure and that all staff, children and visitors sign in and out of the setting. A range of policies and procedures are in place and documentation and records are completed to help ensure children's health and safety needs are sufficiently well met. Staff take responsibility and use risk assessments to help ensure children's health and safety in each room, as well as outside. Staff are involved in teaching children how to adopt safe practices and liaising with parents to ensure that there is consistent care. Management ensures that staff are appropriately qualified and the relevant checks are carried out to make sure that they are suitable to work with children. However, there is no system currently in place to record verbal references taken up for new staff members, which is a breach of requirements.

Children are provided with an inclusive environment and learn about valuing each other's differences. Staff are supported in their roles through regular support, appraisals and training opportunities to enhance their professional development. The manager has some awareness of the nursery's strengths and areas in need of further development. Regular support from the early year's quality improvement officer and seeking parent's views through questionnaires has supported the setting in moving forward to some extent. However, despite this being a previous recommendation at the last inspection, the nursery has not established a robust system of self-evaluation and there is no clear improvement plan in place, in order to identify and address further priorities for development. This means that staff are not well equipped to develop the service and improve the quality of care for children.

Partnerships with parents and carers are good. An established key person system means that parents know who to approach, if they have concerns about their child's well-being or learning. Parents can feed back to the setting any concerns they have, either verbally, through daily diaries or through more formal methods, such as one-to-one meetings with the management. Parents speak favourably about the setting and are happy with the standard of their children's care and learning. There is a range of useful information made available to parents, including daily menus and policy of the month in the entrance hall, ensuring that they are suitably informed. Parent newsletters share day-to-day. Systems are in place to liaise with other providers the children may attend, to ensure information is shared about their learning.

Staff have a good knowledge and understanding of the learning and development requirements of the 'Statutory Framework for the Early Years Foundation Stage'. They promote learning well through play. The manager oversees the educational programmes, set by staff to ensure that children's next steps are included and worked towards. Staff carry out accurate assessments of children's skills and abilities and demonstrate a good understanding of how best to encourage further progress through identified next steps. They monitor children's learning efficiently. As a result, all children are progressing within

the expected development bands.

### **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

<b>Unique reference number</b>	EY345515
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	820800
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	52
<b>Number of children on roll</b>	89
<b>Name of provider</b>	Amanda Jane Marchese
<b>Date of previous inspection</b>	05/01/2012
<b>Telephone number</b>	01782296746

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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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