

Beach Hill Nursery

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

Inspection date	17/12/2013
Previous inspection date	19/11/2012

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		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 requires improvement

- Teaching is good because parents contribute to initial assessments of children's starting points on entry. This informs staffs' planning based on children's individual needs. Parents are kept well-informed about their children's progress. As a result, parents' involvement in the setting is promoted and partnerships are positive.
- Staff provide a wide range of well-maintained resources. This means children develop their independence as they happily choose what they would like to play with.
- Children settle very well as staff sensitively support them with the transition between home and nursery. Staff get to know children well as individuals and are warm and give attentive care to them. Consequently, children are happy and relaxed as they feel safe and secure in their care.

It is not yet good because

- Though there is a complaint record in place, it does not include all concerns that have been raised.
- Written risk assessments have not been amended to reflect the actions taken to minimise possible hazards, following a review of certain safety aspects that affect children.
- Staff do not always make the best use of group times to continue rich learning experiences, such as, the end of breakfast and the start of lunch in the dining room and the organisation of pre-school children visiting the bathroom on the ground floor.

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 spoke to children and observed them in the playrooms.
- The inspector completed a joint observation with one of the deputy managers, held a meeting with the manager and spoke to staff throughout the inspection.
- The inspector looked at evidence of staffs' suitability, records and a sample of documentation relating to children's care, health and safety.
- The inspector spoke to parents at the inspection and took their views into account.

Inspector

Lynne Pope

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, South Tyneside and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from six playrooms and there is an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one member of staff who holds a Bachelor of Arts Degree in Early Years Education.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 77 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure that the record of complaints includes all those that the nursery is aware of, so that the outcome is recorded
- review written risk assessments in relation to specific issues, to inform staff practice and to demonstrate how they are being managed if asked by parents or inspectors.

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

- improve the organisation of breakfast, lunch and large groups of children visiting the bathroom, so that children continue to have rich learning opportunities through play and playful teaching.

Inspection judgements

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

The quality of teaching is good because staff caring for the children work hard together to ensure children make good progress in all areas of their learning and development. This is because they have a good knowledge and understanding of the seven areas of learning.

Consequently, this enables them to observe and efficiently assess and monitor the children's progress over time. Parents are involved in children's learning and development from the start, as they fill in a detailed document called 'My unique child'. This covers what their child is able to do, their background and likes and dislikes. This valuable information along with discussions with parents helps staff to start a baseline assessment, which helps them plan appropriately for the child. Staff carry out regular observations of children, which they link to the areas of learning and they note the next step for their development. This information is put into a development record that is shared with parents. The assessment sheet is continually updated and staff complete quarterly summary sheets covering how children are making progress and this helps them to effectively identify any delays or gaps in children's development that can be addressed.

Children are cared for in rooms according to their age and ability and confidently explore their environment and are keen to try new experiences. Teaching is good; staff support children in their self-chosen activities, talking to them as they play and joining in where appropriate. In the baby room staff communicate with the children by making a lot of eye contact to show that they are talking to that child. They respond very well to the children, interpreting their actions to the words that they attempt to say. For example, when children say 'panna' they know they are saying panda and repeat the word so that children hear the correct way to pronounce it. At groups times, staff encourage older children to speak about their own wants and needs. For example, they sing a welcome song and ask individual children how they are feeling today. Staff help children learn how to do things for themselves by giving them the time to solve problems. For example, children place the cover on the sand tray the wrong way and staff stand back and let them figure out that they need to turn it round to make it fit. Staff teach children about the use of number in everyday activities. For example, pre-school children count how many children are sat at each table for lunch and then give out the knives and forks that are needed for each child.

Staff help them learn how to solve simple number problems by giving them too many for the group and ask them how many they have left. Children immediately respond with 'two', showing that they can do simple adding and subtraction. Staff read stories to children and take the opportunity to use props to support the story. For example, they use a stuffed toy penguin when reading a story about a penguin. This engages children's interest and they become involved in what is happening as they point to the pictures. Excellent relationships with parents mean that parents are eager to come in to the nursery and help out where they can. For example, a parent offers to play the keyboard for the children's performance at Christmas. He comes into nursery so that children can practice their songs. Children are fascinated as they listen to him play and this helps them to learn about the different sounds that instruments make. They join in with singing familiar songs, such as 'Jingle Bells' and make their own musical sounds as they shake the bells in time with the music. Staff in the baby room clearly love to sing to children. They frequently sing rhymes to them, which encourages children's interactions as they look towards the staff, smile as they listen and more able children join in with the actions and shake an instrument. Overall, children's learning and development is in-line with the expected developmental ranges for their age. As a result, they are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

There is a strong partnership with parents, as staff encourage them to share information about their children each day. They encourage parents to complete 'my home news' sheets, so that parents can contribute to their child's development record and share children's current interests at home. Staff use this information to plan activities linked to children's current interests. Parents can access their child's development file at any time. Planning is displayed so that they see what children will be doing each day. Parent's evenings are held twice a year so that they can meet with staff and discuss their child's development. This means that parents can continue their child's learning at home.

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

Staff work closely with parents and children to help with the settling-in process. This helps to foster relationships and ensures children are supported during the transition from home into the nursery. A key person is identified from the staff who develops links with the parent and fosters a close relationship with the child. Realistic rules and the consistent management of unwanted behaviour mean that children learn what is expected of them. Staff have a calm and consistent manner with the children and help them to understand the importance of sharing resources, giving clear reasons to help children appreciate the benefits. For example, they explain why they should take turns to use the computer. They help children understand the routines of the nursery, by explaining what will happen next. This is a strong feature in the nursery and children demonstrate their understanding as they all stop what they are doing when staff sing the tidy up song. They join in with the song and then help to tidy the resources away. Staff teach children how to keep themselves safe. They closely supervise them as they go up and down the stairs in the building and children learn how to manage the stairs very well because of this supervision and the guidance that staff give. For example, they remind children to look forward while walking up the steps.

The staff provide a stimulating environment for children. Both indoor and outdoor areas are well-resourced with a wide range of good quality equipment, activities and positive interaction, which mostly engages their interest and develops independence. However, there are times during the day that children are not provided with rich learning opportunities, such as, when they finish their breakfast, when they wait for their lunch in the dining room and when a whole group of children go to the bathroom together, which results in children waiting for things to happen and are not stimulated enough. Children's physical development is positively promoted and they gain confidence as they move around. Staff play cooperative games with the children as they sit in a circle and throw the ball to someone opposite them. Staff organise the environment so that children in the baby room learn how to move around as they connect with the resources. Children that have just started to walk hang onto the furniture and take their first independent steps. Children throughout the nursery become very confident in negotiating the steps to the different levels. From being babies they practice this skill in the baby room as they move up and down the steps. All children have regular access to the outdoor area and regular outings are made in the local environment, where children visit the woods on an autumn walk, the beach, or they have a picnic in the park and play on the equipment. These activities provide them with the opportunity to engage in physical play and helps them to develop an understanding of the effect exercise has on their bodies. Children's good

health is promoted well through sensible routines and a commitment to a healthy lifestyle. They are provided with a range of freshly prepared, nutritious meals, including breakfast, lunch and tea. Staff promote children's independence and self-care skills at snack and mealtimes. Lunch is presented so that children can serve themselves. Staff explain what the foods are and children make their own choices about what they want and how much. Children aged two to three years are given a choice of fruit at snack time, and where possible, staff help them learn how to prepare it themselves, such as peeling a satsuma. This gives children a sense of accomplishment and encourages them to try different foods. Staff teach young children how to begin to be independent in self-care by showing them how to wash their hands before snacks and meals. Once they move into pre-school children become very self-sufficient, knowing when they need to use the bathroom and accessing it independently.

Transitions within the nursery are handled well. Children that are ready to move to the next room go for visits prior to moving permanently. Staff exchange information on a daily basis and children's progress summary sheets are shared with other provisions that children attend as part of the Early Years Foundation Stage, such as the school nursery. This promotes continuity in children's learning and development. Children are prepared well for the next stage in their learning, such as starting school. Their progress summaries are shared with their new teachers and the teachers and support staff visit the children in the nursery to get to know them.

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

The inspection took place following a concern being raised regarding accidents in the nursery, the sharing of accident records with parents and staffs' supervision of children. The inspection found that the concerns were investigated by management when they were raised and steps have been taken to minimise the possibility of the same accidents happening again. Risk assessments are in place, however, they have not been updated to reflect the actions taken. This is a breach of requirements. The deployment of staff has been reviewed to ensure that children are always within sight or hearing of staff when children access the bathroom in the pre-school room, as part of their developing independence. The soft play area has been closed until a satisfactory solution can be found to make children's use of the slide safe. At the time of the accidents, staff to child ratios were met. The manager admits that the accident record was not shown to the parent on the day of the most recent accident, due to an oversight. Practice has been reviewed by the manager and procedures have been put in place to ensure that the accident record is brought to parent's attention on the day of any accident in future. The manager or one of the two deputy managers are now responsible for informing the parent as they collect their child. The manager has kept a clear record of the most recent accident and the information relating to the complaint however, the complaint record does not show all the concerns that have been raised in the past. This is a breach of requirements.

Staff understand their roles and responsibilities to protect children. They capably describe procedures that they would follow, should a concern be raised in order to protect children

from harm or neglect. There are robust recruitment and induction procedures. The management team have a clear understanding of the learning and development requirements and support staff appropriately to meet children's needs. They regularly observe staff during their work, which helps them to identify staffs strengths and highlight any training needs that they might have. This contributes to staffs' regular supervision meetings and annual appraisals, which results in management having a good understanding of the staff and ensures that staff remain suitable to work with children. Regular staff meetings are used as training opportunities to ensure that staff understand the correct procedures to follow. The management team has a good overview of the educational programme. Planning is checked each week to make sure it is suitable and meets children's needs. They check the assessments of children's progress and the summary reports so that they can fully support each individual child's learning and development.

Management are motivated to continually improve the nursery. They regularly seek parent's views through questionnaires and take on board their suggestions. They feedback to parents through a 'you said, we did' letter to show what has changed as a result. They meet as a management team and highlight the strengths and look at what can be improved. There are several plans in place at the moment to make changes, such as making a room on the ground floor part of the outdoor area. The local authority development officer visits the nursery regularly and since the last inspection has given advice about planning and re-organising resources, which the staff have taken on board to improve practice. The manager and staff work well with parents and keep them up-to-date through daily feedback and newsletters. The staff understand their responsibility to work closely with other childcare professionals, as appropriate, to support any identified needs a child may have. For example, if they have any concerns they discuss them with parents and seek advice from the health visitor.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a written record, of all complaints including the outcome of the investigation and the action that has been taken in response (compulsory part of the Childcare Register)
- keep a written record, of all complaints including the outcome of the investigation and the action that has been taken in response (voluntary part of the Childcare Register)

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	948004
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	57
Number of children on roll	77
Name of provider	Nash Childcare Limited
Date of previous inspection	19/11/2012
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, 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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