

Beech House Nursery School

1 Hampton Park Road, Hereford, HR1 1TQ

Inspection date

Previous inspection date

22/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The success of the nursery is attributed to the fact that the staff and leadership team put children and their parents and carers at the centre of everything they do. This strong ethos results in staff listening to children and their parents and carers, valuing their views and acting on what they say.
- Staff have the highest aspirations for each child's achievements. Consequently, they challenge children's learning and use their expert knowledge and teaching to provide a rich and stimulating environment for all children.
- Children are extremely happy and comfortable in this fully inclusive environment. All children, including those with English as an additional language, make significant progress from their starting points.
- Staff are sensitive, provide affection and stability and build on the children's self-esteem. Consequently, children display high levels of independence, trust, curiosity and concentration.
- The highly skilled leadership team work exceptionally well at inspiring the staff team. They have an excellent overview of the progress the children make and provide high quality supervision and a targeted programme of professional development, which continually enhances practice.
- Staff caring for children demonstrate a high level of commitment to promoting their safety. Arrangements for safeguarding are robust, carefully managed and effective in identifying risk to 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
- 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 compulsory part 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 playrooms and outdoor area.
- The inspector held meetings with the head of nursery, the deputy head of nursery and the manager.
- The inspector carried out a joint observation with the head of nursery.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation, the development plan and a range of other documentation.
- The inspector took account of the views parents spoken to on the day and information and feedback from parent surveys.

Inspector

Parm Sansoyer

Full report

Information about the setting

The Beech House Nursery School opened in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a large converted public house in the Tupsley area of Hereford. The nursery serves the local area and surrounding areas. There is an enclosed area available for outdoor play. There are currently 46 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early years education for three-year-olds. It opens Monday to Friday for 50 weeks of the year, from 7.45am to 5.45pm. Children attend for a variety of sessions. It supports children who speak English as an additional language. The nursery employs 12 members of staff. Of these, six hold a qualification at level 6, three hold level 3 and one holds level 2.

What the setting needs to do to improve further

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

- enhance the already successful adult interventions by allowing the younger children more time to explore any new resources without interruption and by giving them more time to repeat the new words introduced.

Inspection judgements

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

Currently there is a baby room, tiny tots room and toddler room. The pre-school kindergarten will open in September 2014. This has resulted in staff placing a sharp focus on the three prime areas of learning. For example, children acquire communication and language skills, and receive strong support for their physical, personal and social development. Consequently, all children make significant progress from their starting points. Staff caring for children in the toddler room have very high expectations of them and place an equal focus on all seven areas of learning, as these children have already grown in confidence and ability within the three prime areas. For example, staff work exceptionally well to ensure the children benefit from an educational programme that clearly fosters opportunities for active learning and for them to create and think critically. Consequently, although these children will not start school until September 2015, many already have the key skills needed for school and all have made significant gains in their development from their starting points. The excellent partnership with parents and carers is instrumental to the success of the nursery. They are involved from the outset and throughout their child's time at the nursery, which results in parents successfully supporting their children's learning and helping shape the service offered. Staff use observation and assessment extremely well to plan for the children's individual learning needs and next steps in learning. They use hand-held electronic devices to take photos, make notes and make links to the areas of learning. This efficient system is used to record

and plan for their next steps in learning. In addition, all parents and carers are sent an electronic copy of their child's learning profile every half term, which they also contribute to. They can also contribute to the children's daily diaries, which staff use to capture a wealth of information about the children's learning, achievements and care. The skilled staff identify any possible delay in development early and clear action plans are put in place to help narrow this gap swiftly. For example, children who speak English as an additional language are well supported due to the extremely close relationships built with parents and carers. This results in staff consulting with them from the start about what their children already know in their home language and joint strategies to strengthen the children's English language.

Children are warmly welcomed into rooms which are organised with their needs in mind, and the uniqueness of each child is considered when planning for their needs. Children feel confident in the environment and they are keen to try new things out, knowing their effort is valued. Staff skilfully create a calm and nurturing environment and give children the time and space they need to complete tasks. For example, during snack time children are encouraged to peel the oranges and cut bananas, which they enjoy as they are not rushed. Children's communication and language is supported extremely well. Staff use their expert knowledge of children's development to ensure their interventions are useful and effective in engaging children. All staff use songs, books and musical instruments extremely well to support their language development. For example, they use cue cards for children to choose their favourite nursery rhyme and visual aids to sustain their interests. Babies love being close and staff use facial expressions, a change in the tone of their voice and touch to attract their attention and encourage them to communicate. All staff are extremely skilled in interacting with the children, engaging their interests and reinforcing and introducing new words at every opportunity. In the toddler room staff have created a 'fab vocab board', which is used extremely well to draw the children's attention to any new words they may use. For example, when sorting socks, a child describes the pattern as 'stripes', and this is added to the board to encourage all children to think about the word and its meaning. During an activity in the sensory room, with children aged 16 months to two years, staff introduce an abundance of vocabulary and concepts, such as in and out, back and forth, open and close, empty and full. However, there is scope to further enhance this practice by allowing children more time to explore the new resources without interruption, and give them more time to repeat the new words introduced.

Being outdoors has a positive impact on children's sense of well-being and helps support all aspects of their development. For example, staff use it well to give children the freedom to explore, use their senses, and have first-hand experiences of the weather and natural world. It provides a safe and secure yet challenging space for children to explore and test their physical skills. For example, children enjoy running up and down the grass slope in the garden and are supervised well by staff to keep them safe. Indoors also provides ample opportunities for physical activity. Babies confidently use the blocks and slopes to crawl, stand and climb. Staff use music and movement sessions well for all ages. For example, children in the toddler room consider the changes in their bodies after their fun music and movement session.

Children build excellent foundations for early literacy. An extensive range of opportunities

engage children in making marks, both indoors and outdoors. Children make sense of visual signs and symbols and recognise their names. Books are used extremely well by the staff as they are often linked to the topic to reinforce learning. More able children rapidly learn about and begin to link sounds to letters due to the focus staff place on this during their discussions and at circle time. For example, staff continually emphasise the initial sounds of the children's names as they self-register and complete the weather board. Children's mathematical learning is fostered extremely well. Staff use the daily routine exceptionally well to encourage children to count and problem solve. For example, they thoroughly enjoy using their fingers to count up to 21 and some of them already recognise numerals up to 10. Staff use creative and fun activities, such as the shadow puppet theatre, for children to recognise shapes. Children use a wide range of natural resources and household items to sort and classify. For example, staff have used the children's interest in socks to encourage them to consider a full range of mathematical concepts.

Children learn about the natural world and living things. For example, they have been planting and caring for their cress seeds and flowers, and help to water the cress and plants in the garden. They consider the changing seasons and its effects, listen for noises on walks and identify birds and wildlife. Children use words such as 'decay', and as they look at their cress seeds they feel the soil and know it is wet from the water, which it needs to grow. All children are provided with a wide range of exciting materials, resources and sensory experiences to enable them to explore colour, texture and space. For example, natural items, metal objects, cooked pasta, shaving foam and cornflour mixed with water are thoroughly enjoyed by the children. Children are creative and imaginative and staff use the children's interests extremely well to plan exciting and motivating experiences. For example, the tiny tots children have shown an interest in a book about a bus. Consequently, staff have used this interest to fuel their imagination further by creating a red bus from a large cardboard box. In the toddler room the creation of a bakery in the role play area has inspired an interest in food and where it comes from. Staff use their interests and curiosity extremely well for further learning. For example, any questions children have, such as 'Where do peas and sweetcorn come from?' are added to the 'questions board', and staff then encourage children to use the computer and books to research the answer. These innovative strategies arouse children's curiosity even further and they show a positive attitude towards new learning and experiences.

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

The highly embedded assigned key person system and the small nature of the nursery ensure sensitive staff have exceptional knowledge of each child's backgrounds, care and educational needs. For example, each child has two linked assigned key persons who build close relationships with the child and their parents. Consequently, if one member of staff is absent the other is present to ensure individual needs are met consistently. In addition to this, each baby in the baby room has a 'group card', which clearly lists their requirements, such as comforters, routines and any medical or additional needs. Consequently, all staff, including those who may be covering absences, are fully aware of the babies' individual care routines and are able to meet them successfully. Promoting the children's well-being is clearly central to everything the staff do. This is clearly evident

from the outset. For example, the staff and management team together dedicate as much time as required to ensure that children are happy and settled and their parents are comprehensively informed about the care and educational programme in place.

Transition from one room to another is equally well supported by staff who are attentive to children's needs and the new assigned key persons dedicate their time to settling the children and getting to know the parents. Consequently, children settle easily, display high levels of trust and are happy. Exceptional collaborative working, in particular, with the childminders who are also involved in the care of the children, results in the excellent sharing of information to meet their care and educational needs of children. In addition, although children will not be moving on to school this year, already very strong links have been established with the local feeder schools.

Staff provide a vibrant and stimulating space which is kept clean and hygienic. Consequently, all children are safe and kept busy and occupied with the excellent range of opportunities and resources on offer to them. Children benefit from healthy and nutritious meals, snacks and drinks. They show a comprehensive understanding of making healthy choices and an understanding of the benefits of exercise as they discuss the importance of exercise and healthy foods. Children have a secure understanding of how to stay safe. For example, visits from the police and the fire brigade and the use of pretend traffic lights outdoors help reinforce messages of staying safe. Staff are vigilant and supervise children very well, and they carry out daily safety checks of the environment, both indoors and outdoors. Children are extremely well behaved because they are kept occupied and stimulated and because staff act as exemplary role models and use positive strategies to manage children's behaviour. For example, in the toddler room children have made a 'kindness tree', where they have added what they feel are acts of kindness. For example, 'Say nice things and let our friends play with us' and 'Give lots of kisses', are some suggestions made by the children. In addition, they have made their rules of behaviour for their room.

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

Safeguarding arrangements are well embedded in all aspects of practice. Therefore, all the safeguarding and welfare requirements are met to secure the children's safety and welfare. All staff have a comprehensive awareness of safeguarding issues and how to implement the safeguarding policy and procedures. The management team make the most of learning relating to safeguarding and child protection to improve practice. For example, the children's toilets and nappy changing areas are based within the rooms and easily visible to ensure staff are within the vision of others when carrying out intimate care. In addition to this, there are robust recruitment, vetting and induction procedures in place to ensure staff are suitable to work with children.

The leadership and management team consists of the three registered individuals who all take an active role in the managing and running of the nursery, along with the nursery manager. The nursery head oversees both nurseries in the group and has a wealth of experience, is highly skilled and extremely passionate in her pursuit for excellence. This

inspirational leadership has resulted in a leadership and staff team who are highly successful and driven to achieve and maintain the highest level of care and education for all children. The leadership team have a comprehensive understanding of the learning and development requirements. Consequently, extremely successful educational programmes and monitoring systems ensure high quality and challenging experiences for children. The staff team are proactive and innovative in responding to changes and continuously seek high quality practice. For example, individualised supervision, coaching and training opportunities for all staff enhance their skills and qualifications. Consequently, teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. As a result, the routine of the day and experiences on offer provide a clear focus on providing opportunities for younger children to play and explore, and increased opportunities for older and more able children to be involved in active learning.

All parents and carers spoken to on the day of the inspection and the ongoing parental satisfaction surveys clearly indicate that they are highly satisfied with service provided. They are extremely impressed by the 'welcome meeting', which includes the head of nursery, and the information shared about the educational programme, baseline assessments, safeguarding and the health and safety policies. Parents' and carers' views are given high regard. For example, each new parent completes a satisfaction questionnaire a month after their child starts, and staff and leaders are responsive and take swift action if and when required. The excellent systems to keep parents fully informed about the children's care, education and achievements and how parents can further support their children at home, significantly contribute to the progress children make. The nursery is extremely motivated in working with other settings, including the local children's centre, schools and other professionals and agencies, to support transition and children's care and education.

The Childcare Register

The requirements for the compulsory 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	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	EY469099
Local authority	Herefordshire
Inspection number	942467
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	33
Number of children on roll	46
Name of provider	Beech House Nursery School
Date of previous inspection	not applicable
Telephone number	01432 264507

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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