

Beechwood Farm Day Nursery

Beechwood Farm, Dutton Lane, Cuddington, NORTHWICH, Cheshire, CW8 2TN

Inspection date

29/07/2014

Previous inspection date

13/07/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
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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

- Children are safe and secure because staff have a sufficient understanding of how to safeguard children and keep them safe by effectively minimising risks.
- Children form strong attachments to staff because they form positive, caring relationships with all children in their care. Overall, teaching is sound, with some children, particularly those with special educational needs and/or disabilities, receiving well-targeted support.
- Partnerships with parents are well established. As a result, opportunities for parents to share information about their children and to become actively involved with the nursery are promoted well.

It is not yet good because

- Monitoring and performance management are not sharply focused on improving the quality of teaching, assessments and progress tracking, which are inconsistent throughout the nursery. Therefore, progress for some children is variable.
- The arrangements for securing effective partnerships with the other settings, some children attend, have not been fully exploited in order to further support continuity in children's care and learning.
- The organisation of large group activities and daily routines, such as meal times, does not always maximise children's independence, capacity to listen attentively or enable them to be fully engaged in their learning.

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 checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector observed play and learning activities in four rooms and spoke to staff and children in the indoor and outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to children's key persons.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a meeting with management of the nursery and conducted a discussion regarding policies and procedures.
- The inspector conducted joint observations with the deputy manager.

Inspector

Janet Weston

Full report

Information about the setting

Beechwood Farm Day Nursery was registered in 2006 and is privately owned. It operates from the Cuddington area of Cheshire. The nursery serves the immediate locality and the surrounding areas. It opens five days a week, from 7am until 6.30pm, all year round, except bank holidays and one week at Christmas. Children attend for a variety of sessions. Children are cared for across four designated playrooms and have access to an enclosed outdoor play area. There are currently 77 children in the early years range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently 23 staff working directly with the children, 18 of the staff are qualified to level 3. The nursery receives support from the local authority. It is registered on the Early Years Register and the compulsory parts of the Childcare Register.

What the setting needs to do to improve further

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

- improve the arrangements for performance management and monitoring of practice to ensure these focus on improving the overall quality of teaching, so that children are consistently challenged to learn more and are supported in making the best possible progress
- improve the quality and consistency of assessments and how children's progress is tracked, to ensure that all children are being regularly and accurately monitored and that this information is used to support their further learning and development.

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

- devise ways to improve the organisation of large group activities, so that children can fully engage in their learning by being able to listen and concentrate
- review and assess routines, for example, snack time and lunchtime, to ensure that all opportunities for children to learn and be independent are recognised and harnessed
- evaluate the effectiveness of partnership working with the other settings that some children attend, for example, by exploring how to overcome barriers, promote effective links and share information, in order to further support children's transitions and ensure consistency in their care and learning.

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

Generally, staff have a sound knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Children are observed during their play by staff, who assess each individual child's learning and identify their next steps. This information is used to inform planning, which includes opportunities to support all areas of learning. However, teaching is variable in quality, with some staff being more skilled than others. As a result, there are occasions when opportunities to challenge and extend children's learning and development are not exploited. For example, while younger children are engaged in building towers using stacking cups, staff in the baby room miss the opportunity to extend the learning by building on the children's interest in shape. As a result, the activity becomes mundane, children move on to something else and so opportunities to repeat, perfect or learn new skills are lost. In

addition, the organisation of large group activities does not always support the capacity of older children to listen well, concentrate and participate effectively in learning. Consequently, some children occasionally become bored or detached. Nevertheless, some of the other adult-led activities offered are fun and exciting, presenting children with a good level of challenge to enhance their development. For example, outside, staff organise a parachute game that involves children lifting the fabric high then low. Staff encourage children to hide their feet and then sit on a triangle, as they discuss colours. Children happily engage in this activity, laughing and chatting to their peers and staff and learning colours, shapes and positional language as they have fun.

Staff record observations of children and add these, alongside photographs and examples of children's work, to learning journals that record children's time at the nursery. As a result, children leave the nursery with a record of their growth and development. The progress check completed for children between the ages of two and three years is shared with parents. However, the system used to assess and track children's progress is inconsistent, and the subsequent completion of documentation varies across the nursery. Furthermore, monitoring of these systems, does not allow management to consistently help staff to ensure that children consistently make good progress. Children learn and follow suitable routines at the nursery. They learn to tidy up and to follow instructions. For example, music plays to let toddlers know that it is tidy up time and that snacks will follow. Children then form an orderly queue so they can attend to their personal hygiene before they eat. However, some daily routines are not used to best effect and opportunities for children to learn further independence are missed. For instance, when older toddlers eat snacks and have lunch, staff are sometimes too occupied with supervising the activity and so overlook opportunities to engage with children in a meaningful way. Consequently, those children who are more able miss the opportunity to be fully independent by helping themselves to plates and serving themselves.

Some staff are skilled in their use of teaching and questioning, although others are less effective. For example, when older children are challenged to recall recent events regarding building a campfire, a skilled member of staff helps children to develop their thinking skills, alongside building confidence in communication. Effective teaching by some staff encourages children to extend this learning by using balance and coordination to create a pretend fire using building blocks. Finally, children discuss numbers and begin to develop an understanding of mathematical concepts, such as 'more than'. However, enthusiasm is varied amongst staff, with some actively engaging in the activity and children's excitement, while others do not. Consequently, not all children fully benefit from focused and effective teaching. Two-year-olds are particularly well supported during creative activities, as they draw pictures of a recent visit to the park. The staff in this room are skilled and use effective questioning, such as asking, 'I wonder what you might find there'. The children quickly reply, 'slides' and this results in children chatting excitedly among themselves about ice-cream and swings.

Partnerships with parents are strong. Parents provide information about their children's interests and learning when they join the nursery. This supports staff to identify children's starting points, enabling them to plan appropriately from the outset. Staff keep parents appropriately informed of their children's progress. They do this through daily verbal exchanges and parents spoken to at the inspection feel well informed about what their

child has been doing during the day. In addition, parents are invited to attend parents' evenings, where key persons share written assessments and discuss any emerging needs. When older children are ready to move onto school, staff help to prepare them by inviting teachers into nursery to share relevant information, discussing school routines with children and organising physical education activities. Parents state, 'pre-school transition is fantastic and such an important part'. This preparation eases children's move and helps them to be ready for their next stage of learning. However, management have not been able to as effectively engage with the other settings some children attend, to further promote the sharing of children's learning, development and progress. Close working partnerships with outside agencies and other professionals ensure that children with special educational needs and/or disabilities are included and make good progress.

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

Nursery staff create a homely and welcoming environment for children and parents. Children are confident as they play and explore. They form close emotional attachments with their key person and they develop strong friendships with their peers. Younger children are cuddled and all children receive comfort if they become upset, with family photographs of people important to children used to provide reassurance when needed. For example, one child was observed crawling to a resource box to find a photograph and saying 'mummy'. Baby room staff regularly use sign language to communicate with very young children, such as signing for 'more' during snack. Parents report that they can approach all staff to discuss their children. They comment they are 'very happy with the level of care'. Parents contribute information about their child's care and learning needs on entry to the nursery. The relationship between home and nursery supports children's developing self-awareness and self-confidence. Consequently, children are emotionally prepared when they start school. Settling-in procedures help to ensure that children are supported to become familiar with the environment and staff before they start to attend. This care continues through the nursery as children change rooms and key persons. Displays in all rooms are attractively organised, displaying children's artwork and helping to reinforce learning. For example, there are children's handprints made into fish in the baby room and a cultural board with the names of colours displayed in French, Spanish and Mandarin to help children recognise that words can be written in different languages. Staff create an inclusive provision where all children are welcomed and valued. They work effectively with outside agencies and other professionals involved in children's care. For example, where necessary, they draw up individual plans with parents and professionals to support children's learning. This demonstrates the nursery's ability to provide good support for those children with special educational needs and/or disabilities.

The learning environment is generally well organised into separate areas, such as the role-play area and book area. In addition, opportunities to involve children in sensory play are utilised well as they access paint, shaving foam, rice, water and sand. This enables children to explore different textures and supports early literacy skills. Exploration is further promoted through a designated sensory room, where children can freely select resources to promote their imagination. Staff offer gentle reminders to children about safety, such as how to sit properly on the chair, which helps them to understand how to

keep safe. Staff talk to older children about the importance of washing their hands before eating and some younger children are beginning to manage their personal care, with support, such as toileting. This helps children to develop the skills they need later on, particularly when transferring to school. Staff are also vigilant in their hygiene procedures, wearing protective clothing at snack and meal times and following stringent procedures for nappy changing. Outside children learn how to test their own physical boundaries through the challenging opportunities provided by various pieces of outdoor play equipment. Children receive praise for their effort, which promotes good levels of confidence and self-esteem. Children are well behaved because staff are good role models who have a positive attitude to behaviour management. Staff provide clear, consistent, age-appropriate boundaries and guidance. For example, they easily distract children who are becoming boisterous, clearly explaining to children the need to give time to others before they can take their turn. Staff also give clear explanations and gentle reminders, which helps to build children's understanding of acceptable behaviour. For instance, when there is a dispute about sharing or taking turns, staff encourage children to wait by offering small rewards, such as being able to choose the next activity and lead the game. Good manners are valued and staff encourage children to say 'please' and 'thank you'. Children using play equipment demonstrate their growing understanding about how to keep themselves safe. For instance, they carefully balance the blocks on top of each other when creating the campfire, taking care not to knock the blocks down near to their friends.

Children are provided with healthy snacks. For example, children in the baby room eat a light breakfast of toast and fruit. Dietary requirements are adhered to and take into account parental preferences, and there are thorough records of accidents and any medication administered. Meals are freshly prepared on the premises. These are healthy and nutritious, such as risotto for lunch. Consequently, children have a growing awareness of the importance of healthy eating. The environment is safe and welcoming both indoors and outdoors. There are plenty of opportunities for children to exercise in the fresh air in this rural nursery. Opportunities to play outdoors are provided in enclosed areas close to the building and in larger areas nearby. Children learn about growth through growing their own vegetables, fruits and caring for the animals, such as pigs, sheep, goats, horses, guinea pigs and rabbits. These activities further support children's health and well-being.

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

The leadership and management team consists of the owner and manager, who are responsible for the day-to-day management of the nursery. There is a supportive working relationship in place. Management and staff have an appropriate understanding of their responsibility to ensure the safeguarding and welfare requirements of the Early Years Foundation Stage are met. This means that children's welfare is promoted within the nursery. Regular training ensures that staff know what to do if they suspect any child in their care is at risk of harm. A number of staff have received basic food hygiene training and hold a current paediatric first-aid certificate. This ensures they can meet children's needs in the event of a medical emergency. There are appropriate written communication procedures in place to ensure confidentiality, when medication is administered and when

accidents are reported to parents. Security procedures ensure the safety of children is prioritised throughout the day and visitors sign in and out of the nursery. Staff practise the emergency evacuation drill with children, so that they gain a sense of what to do in an emergency. Visual risk assessments are in place for inside and outside and staff place much importance on ensuring security of the nursery. Stair gates separate access to stairs and upstairs windows have security locks, ensuring children are safe and secure at all times.

Required policies and procedures are in place to help with the safe and smooth management of the nursery. Recruitment processes are appropriate to ensure that newly recruited staff are vetted before they start work at the nursery. All staff follow an induction and annual appraisal process, along with regular supervision meetings. However, management do not routinely monitor the quality of the teaching in the nursery, as part of the supervision process. As a result, the plans for professional development lack the necessary focus needed to ensure that any weaknesses or inconsistencies in the quality of teaching are quickly addressed. The management demonstrate satisfactory knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff demonstrate they know children well and they provide suitable activities linked to observations. However, the monitoring systems in place for tracking children's progress are not consistently maintained or fully embedded in practice and this prevents staff from having all the information needed to fully support children's learning and development to a consistently good level. As a result, children make satisfactory progress overall, rather than good. Management aspires to improve the nursery. They make plans to improve the environment and they invest in resources. Self-evaluation is adequate, management are using the Ofsted self-evaluation form to identify strengths and devise improvement plans. Recommendations from the previous inspection have been considered and practice improved.

The nursery has strong partnerships with parents. Parents exchange information with staff at the beginning and end of the day. Questionnaires are used to provide parents with another way to express their views about the nursery. Parents' evenings allow parents to visit the nursery and find out more about their child's learning and development. Regular newsletters inform parents about the plans for new topics. Parents value the support that the experienced staff team provide. Parents spoken to during the inspection are very positive about how staff support and meet the needs of their child. Comments include 'they are fantastic' and 'staff are amazing'. There are supportive partnerships with local schools and this ensures that children have a smooth introduction to the next stage of their education. However, staff do not consistently exploit partnerships developed with other settings that some children attend to provide further opportunities for staff to share and promote individual children's learning and development. The nursery works closely with outside agencies and other professionals, to ensure children with special educational needs and/or disabilities receive targeted support.

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	EY344107
Local authority	Cheshire West and Chester
Inspection number	863034
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	77
Name of provider	Sarah And Richard Sproston Partnership
Date of previous inspection	13/07/2011
Telephone number	01606 884072

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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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