

Beechwood Childcare - Haslucks Green Nursery

Haslucks Green School, Haslucks Green Road, Shirley, Solihull, B90 2EJ

Inspection date	02/09/2014
Previous inspection date	06/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is consistently good. Staff use effective teaching methods and plan a wide range of activities to fully support children to make good progress.
- Children settle quickly and are emotionally secure because there is an effective key-person approach and staff build positive relationships with both parents and children.
- Staff place a high focus on their outdoor environment, giving children a vast amount of opportunities and experiences to develop in all areas of learning.
- The leadership and management team are well established. They have a clear vision for the setting and are developing well-targeted improvement plans, which are designed to improve the quality of children's learning and play.
- Children are kept safe from harm because all staff have attended safeguarding training and clear policies and procedures are implemented and consistently followed.

It is not yet outstanding because

- The system for performance management is not yet maximised to further enrich practice so that children make the best possible progress.
- Staff have not yet explored all ways to fully engage all parents in their child's learning at home to fully maximise children's learning potential.

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 had a tour of the nursery with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the deputy manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation form.

Inspector

Emma Daly

Full report

Information about the setting

Beechwood Childcare - Haslucks Green Nursery was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Haslucks Green Junior School in the Shirley area of Birmingham, and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from a classroom and a purpose-built room and there is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one with Early Years Professional status and Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- build on the already good systems for performance management, for example, through peer observations or a buddy system to further enrich practice so children make the best possible progress
- enhance the highly successful strategies to fully engage all parents in their child's learning by encouraging them to contribute to home learning and share information about their achievements to maximise children's learning potential.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. A wide variety of toys and equipment are available each day for children to freely investigate and explore. Stimulating resources are provided, which are accessible and open ended, so that children can use them in a variety of ways. For example, children are engaged in purposeful play as they use diggers and tractors to collect shells and sand to create their own patterns. Staff plan a wide variety of experiences covering the seven areas of learning and ensure there is a good balance of adult-led and child-initiated activities. Consequently, children are interested and engaged in their learning. Staff follow children's interests allowing them to take the lead and use effective teaching methods to extend their learning further. For example, children build a train track with bridges and a staff member encourages them to have their own ideas, work together and listen to each other. She skilfully questions children about how they can

build and extend the track to extend their learning further. As a result, children are developing their own ideas, and are able to think critically and solve problems to lead their own learning. For the younger children, staff mainly focus on the three prime areas of learning. They recognise the importance of children developing well in these areas to prepare them for the next stage in their learning. During the settling-in period staff gather information from parents about their children's development. They use this information along with detailed observations to form a base line of children's starting points. Staff complete ongoing observations for their key children and use this information to evaluate their progress. This means the key persons have a clear understanding of children's individual learning needs. They continually plan a broad curriculum following children's interests and next steps to match children's specific learning needs. As a result, children demonstrate the characteristics of effective learners and make consistently good progress.

Parents' involvement in their children's learning is generally good. Staff ensure they feed back daily about children's progress and achievements, and they hold parents' meetings to complete transition forms and the progress check for children aged between two and three years. However, staff have not yet fully explored all ways to encourage parents to contribute to home learning and share information about their children's achievements to enable children to make the best possible progress. Children who speak English as an additional language are well supported, because staff gather key words in children's home language and use these to support them in their learning. Staff have introduced a hello song using sign language and all children eagerly join in with this song learning all the signs for the letters in their names. Staff make good use of the progress check for children aged between two and three years to plan for the next steps in children's learning. As a result, all children are fully supported in all areas of their learning.

Children are highly motivated to learn in this stimulating and welcoming environment. They are confident to move independently around their surroundings and are offered many opportunities to gain the skills needed for the next stage in their learning. For example, children's knowledge and understanding is well supported as they grow their own vegetables, they use their imagination well in the outdoor mud kitchen as they bake cakes and all children have many opportunities to take part in creative activities. Adult-led activities are adapted depending on what the children's next steps in learning are, making them individualised for each child. This has a really positive impact on their confidence and self-motivation. For example, staff carry out a maths activity and for some children the focus is on counting to ten and grouping shapes, for others the focus is on recognising shapes and colours. Babies are well supported in their learning because staff plan a wide range of activities to promote the three prime areas of learning. Staff use a running commentary as they encourage children to experience paint and water play. Babies can access a wide range of resources, such as sensory toys, books, dolls, cars, and balls independently. This allows the key person to note what children are interested in and plan activities to extend their learning further. Babies' and toddlers' physical skills are effectively supported because the environment is organised well and staff make good use of the outdoor environment. Staff use a range of songs and rhymes with all children and regularly read stories. Babies and children particularly enjoy when staff use exaggerated voices as they retell stories. Staff incorporate letters and sounds activities into the continuous provision to support children's early literacy skills. There are many opportunities for babies and children to develop their mark-making skills both indoors and

outdoors, and older children are regularly encouraged to recognise and write their name. As a result, all children are acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

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

Babies and children display a positive sense of self-esteem and a strong sense of belonging within the nursery because staff care for them in a stimulating, friendly and well-resourced environment. Staff respect all children and listen well to their views and ideas. For example, staff let children take the lead in their learning and adapt the activities accordingly to what children are interested in. A display has been developed because of one child talking about his holiday. This led to lots of discussions with all children and many activities being planned for to suit all interests and learning needs. As a result, children feel valued and are proud of their achievements. All resources are stored at low levels to allow children to make independent choices. Children's behaviour is managed well. Staff act as good role models and they consistently provide clear guidance about what is acceptable behaviour, using age-appropriate explanations. Staff have introduced a reward system where children receive stars and prizes. They consistently use positive language to promote good behaviour and praise children for their achievements. This supports and encourages children to feel confident and secure, with the motivation to learn. Staff encourage all children to share and take turns, and to value and respect one another. As a result, children understand boundaries and their behaviour is good. Children are well prepared for their move on to school because staff liaise well with parents and the local schools.

Children are learning about good hygiene and healthy practices, because staff remind them of the importance of washing their hands to 'get rid of germs' after going to the toilet or playing outside. Children's intimate care needs are sensitively met. Children enjoy a variety of snacks and meals including fresh fruit and vegetables, and staff talk to them about the importance of being healthy. As a result, children are developing an understanding of healthy eating. Children's social interactions are promoted at meal times because all children sit together with the staff to enjoy their meals. Babies enjoy their meal times as staff use calm voices to encourage them to eat. Babies sit in high chairs and staff sit at their level, giving them lots of eye contact and praise when feeding them. As babies progress, staff promote their independence by encouraging them to feed themselves and sit at a table using age-appropriate cutlery.

Staff place a high focus on the outdoor environment. Children have a vast amount of opportunities to explore their environment and recreate real life experience as they play. For example, through bug hunting, role play activities, building with natural materials and growing herbs and vegetables, staff encourage children to talk about what they are doing and relate this to past experiences. As a result, children are confident and self-assured and developing a greater understanding of the world around them. Children's physical skills are well supported and they are regularly learning how to take sensible, measured risks in their play through many activities, such as climbing trees, exploring their environment, balancing on logs and using the slide and trampoline. Consequently, children

are learning how to keep themselves safe and are developing an understanding of the physical effects exercise has on their bodies.

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

The manager has a good knowledge of the safeguarding and welfare requirements and safeguarding arrangements are good. All staff understand their role in protecting children from harm, and are aware of their responsibilities should they have any concerns regarding children's welfare. Recruitment and induction procedures are robust and ensure that all those working with children are suitable to do so. Risk assessments are thorough and ensure all areas used by children are suitable and safe. Policies and procedures are effective and all required documentation is in place to fully support children's safety and welfare. The managers have recruited a team who are experienced and well qualified and as a result, the quality of the learning environment is well matched to each child's age and stage of development.

The manager and deputy work well together to support all staff and monitor the educational programmes. They ensure it covers the seven areas of learning and meets the individual learning needs of each child. As a result, the staff team work very well together to provide a good quality learning experience for all children. The monitoring of children's progress has been strengthened by staff completing individual trackers. The manager and deputy use the information gained from the trackers to evaluate and analyse staff's assessments of children's learning. This ensures that gaps in individual or groups of children's learning are flagged up straight away. This allows staff to act quickly and enhance provision accordingly to close the gaps so that all children continue to make good progress. For example, at the end of last term it was noted that some children were not progressing as quickly in mathematics, and although they were still making good progress it was slower than other areas. Staff now place a strong focus on mathematics throughout the whole nursery incorporating it into the daily routines. The manager and deputy carry out observations, staff profiles and appraisals in order to monitor the quality of teaching and support staff's professional development. However, they have not yet fully considered all ways to share best practice, for example, through peer observation and buddy systems to enrich practice and enable children to make the best possible progress.

The management team are clear about the vision for the nursery and have recently updated self-evaluation. They work together with the staff team using views from both staff and parents to identify weaknesses and make necessary changes to continually enhance the provision even further. For example, they have introduced the tracking system to monitor the education programmes. They have also recognised the need to involve parents more in their child's learning at home and have involved parents in projects, such as healthy eating workshops and introducing a take home bear. They regularly send out newsletters informing parents of events within the nursery. However, this is yet to be fully embedded to ensure all parents share information around what children are learning at home, to enable them to become highly involved in their child's learning and maximise their learning potential.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	250008
Local authority	Solihull
Inspection number	864423
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	39
Number of children on roll	29
Name of provider	Beechwood Childcare Limited
Date of previous inspection	06/12/2010
Telephone number	0121 733 6816

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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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