

Beechwood Childcare - Mill Lodge Nursery

Mill Lodge Infant & Junior School, Aqueduct Road, Shirley, SOLIHULL, West Midlands, B90 1BT

Inspection date	13/08/2014
Previous inspection date	26/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety is compromised because risk assessments are ineffective as staff do not identify and minimise all hazards children are exposed to.
- There is insufficient commitment to making improvements. This has resulted in a failure to take sufficient action to address a breach of a legal requirement that was identified at a previous investigation.
- Inconsistent hand-washing routines do not minimise the risk of cross-infection for children.
- Staff are generally well organised, but there are times when children become distracted because staff are not fully prepared and readily available to be involved in activities.

It has the following strengths

- Children are provided with a broad range of activities, play opportunities and outings to support their learning and development.
- Effective partnership with parents and a well-established key-person system help children form secure attachments, which promotes their well-being.
- Staff have suitable knowledge of how to protect children from possible abuse or neglect.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the managers and staff.
The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Full report

Information about the setting

Beechwood Childcare - Mill Lodge Nursery was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of Mill Lodge Primary School in the Shirley area of Solihull. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area for outdoor play. The nursery employs 10 staff, of whom eight hold appropriate early years qualifications at level 3. The nursery also operates an out-of-school and holiday service from the main school building. The nursery opens Monday to Friday, all year round, closing for bank holidays and a week at Christmas. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 72 children on roll, 44 of whom are in the early years age group. The out-of-school service operates five days a week during school term times and school holidays. Sessions are from 7.45am to 8.45am and from 3.30pm to 6pm during term time, and 8am to 6pm during school holidays.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action.

We will issue a Welfare Requirement Notice requiring the provider to:

ensure staff identify, report and effectively deal with any hazards and faulty equipment.

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

- promote children's good health by ensuring that appropriate steps are taken to prevent the spread of infection, with particular regard to children's hand-washing routines.

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

- review the organisation of routines during the day so that changes between different activities run smoothly and children are not distracted.

Inspection judgements

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

Children enjoy their time in this happy environment. They are settled and secure as they benefit from familiar routines. Children are confident in the care of their key person; for example, younger children communicate through gestures and sound if they do not want to play with something or if they would like to get down from the table following snack time. Children benefit from having daily access to the outdoors, where they are able to climb, use push-along toys and pedal toy vehicles. Children enjoy negotiating a small slope and as a result, their physical development is fostered. However, the organisation of routines, on occasions, does not fully support the needs of the children. For example, children are asked to sit and join in with group discussion but this is poorly organised. The timing of the activity before lunch means children's concentration is frequently disrupted, as children come and go to visit the toilet and wash their hands. At this time, staff do not encourage an atmosphere that enthralls and motivates children to participate. As a result, several children wander off or become otherwise distracted. Nevertheless, staff have a basic understanding of the learning and development requirements of the Early Years Foundation Stage and plan a basic variety of activities for children to promote their learning and development. As a result, children are making steady progress and are gaining the basic skills needed for their next stage in learning.

Parents' views with regard to their children's learning are sought and staff share information about what children have done on a daily basis. Each child has a learning record, which contains staff's observations on children, along with photographs and pieces of their work. Parents are asked to contribute to these during regular parents' evenings. The nursery is completing the required progress check for children between the ages of two and three years, which parents are also asked to comment on. Consequently, parents are kept informed of their children's progress.

Children benefit because the nursery has close links with the local school, which shares the same site. The reception teacher is invited to visit the children due to move to school. The children visit the school and regularly take part in activities with the older children. As a result, children become familiar with the school environment.

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

Children's safety and welfare are compromised in the nursery. Risk assessments and daily safety checks are carried out to minimise hazards, but these do not identify all risks within the environment. In addition, staff do not take steps to minimise risks to children. Wires from electrical equipment stored on window sills in the baby room are left within the reach of young children. Also, unsafe play equipment in the garden has not been removed and children are allowed to continue to use this.

Children are happy and settled in the nursery. They are assigned a key person, who liaises closely with parents on a regular basis. The settling-in period is suitably organised so that key persons get to know children and their parents, and this ensures parents share important information about children's individual needs. This is done by gathering written information, having flexible settling-in sessions and discussions with parents. As a result, children feel emotionally secure. Younger children are supported in practising their newly acquired walking skills. They are given cuddles as they look at books and make the sounds

of the animals in the story. They squeal in delight as they play 'peek a boo' with a member of staff. This helps to promote their confidence and skills in expressing themselves.

Some routines, such as nappy changing, are arranged effectively to reduce the risk of cross-infection. However, children's good health is not promoted fully. Routines for self-care, such as hand washing before snacks, are not consistently followed in the baby room. This means there is a risk of cross-infection. Meals are provided by outside caterers and the menus are varied, covering all food groups. Healthy snacks are provided by the nursery, and children are adequately supervised during mealtimes. As a result, children are learning about the importance of healthy food choices. Children behave well, which prepares them emotionally for the next stage in their learning. They use good manners, share and take turns with their peers and show respect for property and resources. They are supported by staff, who use a range of positive strategies to encourage children to behave well. For example, children are provided with clear boundaries; they are praised for their efforts and staff act as positive role models for children to follow. Children are beginning to learn the importance of keeping themselves safe. For example, pre-school children tell staff why they must not put knives in their mouth while eating their meal.

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

Children's safety within the nursery is not assured. This is because the provider has not made sustained progress in improving the nursery to ensure best possible outcomes for children since being issued with a notice to improve. This demonstrates there is insufficient commitment to improve as children's safety continues to be compromised. Children are not fully protected as the nursery has risk assessments in place, but these are ineffective as unsafe equipment continues to be used. This specifically relates to the trampoline in the garden. This weakness is a breach of the Early Years Foundation Stage and a failure to meet the requirements of both parts of the Childcare Register. Other areas for improvement have been addressed; for example, the outdoor area is now clear of unused toys and equipment, and the grassed area is maintained well. Staff know what to do if they have concerns about a child in their care. This is because all staff have attended safeguarding training, and this has raised their awareness of child protection issues. Written policies and procedures, including the nursery safeguarding policy, are readily available to staff and parents, and this means that they can be easily referred to should this be required.

Performance management systems that enable management to monitor staff practice have been developed. Staff are able to use meetings with the managers to share and discuss information with regard to individual children. Staff access training as required to support their professional development. Appropriate vetting procedures are in place to ensure all staff working with children are suitable to do so. Recruitment procedures are rigorous, and an established induction programme ensures newly appointed staff have a clear understanding of their role. The nursery does not currently care for any children who attend other early years settings. The managers are fully aware of the importance of liaising with other professionals, if necessary, to ensure continuity of care if children attend more than one setting. Managers regularly monitor the planning and assessment

documents to ensure any gaps in children's learning are clearly identified and planned for.

Minor accidents and injuries are managed efficiently by staff who hold an appropriate first-aid qualification. Parents are fully informed of any such accidents, signing the records as acknowledgement. Parents speak well about the nursery, relating how their children are happy coming to the nursery and how they have formed good friendships with other children. Parents contribute to the self-evaluation process of the nursery through questionnaires, and they have opportunities to make suggestions for improvement.

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:

- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately where the need for an assessment arises (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately where the need for an assessment arises (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	250013
Local authority	Solihull
Inspection number	866425
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	39
Number of children on roll	72
Name of provider	Beechwood Childcare Limited
Date of previous inspection	26/03/2010
Telephone number	0121 430 3521

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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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