

# Beechwood Farm Day Nursery



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

<b>Inspection date</b>	30 June 2015
Previous inspection date	29 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff make excellent use of the nursery's rural farm location and extensive outdoor environment to organise a varied range of activities for children. Such practice contributes to children making good progress in their learning.
- Children are developing good communication and language skills. They are articulate, confident and enthusiastic during their play and interactions with adults.
- Babies and children develop exceptional attachments with staff. Children behave extremely well; they are proactive in helping staff to keep the environment tidy and safe.
- Staff have effective partnerships with parents and other professionals, which supports children's learning at home.
- Children follow good hygiene routines. They enjoy healthy meals and opportunities for regular rural walks and daily outdoor play, which promotes their good health.
- Managers demonstrate a strong commitment to promoting high-quality provision. They have made significant improvements since the last inspection. Staff qualifications and current training have improved the quality of teaching and assessment. This has had a good impact on the learning experiences offered to children.

### It is not yet outstanding because:

- The programme of professional development for staff is not yet ambitious enough to drive practice further in order to promote children's rapid progress.

## **What the setting needs to do to improve further**

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

- raise the quality of teaching to outstanding by developing a more focused and ambitious approach to supporting staff's professional development.

### **Inspection activities**

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, the safeguarding policy, systems for assessment of children, evidence of the suitability of staff working in the provision and a range of other documentation.

### **Inspector**

Patricia Pickens

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a good variety of activities to promote children's learning and development across all areas of learning. Children have access to a broad range of toys and resources, both indoors and outdoors, that helps them develop independence. Children are excited to participate in a Forest School day, enjoying a nature walk in the surrounding countryside. They learn about trees and plants as they forage and fill baskets with leaves, twigs, sheep's wool and stones. Creative art work extends their learning as they enjoy leaf rubbing and making nature wands. Staff make good use of opportunities to talk to children and introduce new words. As a result, children are making good progress in their communication skills. Staff introduce mathematical concepts within children's play. For example, children compare different sizes and weights of leaves and stones. Staff encourage them to develop their problem-solving skills by asking children to measure the length of tape needed to attach the branch to their wand and by estimating the length of each branch. Improved systems for assessment ensure staff keep a close check on how well children are doing in their learning and share this with parents. This ensures children's learning is maximised both at the nursery and at home.

### **The contribution of the early years provision to the well-being of children is outstanding**

Exceptional arrangements to care for children support their well-being. New babies settle quickly as staff support them extremely well, allowing them time to explore the environment at their own pace. Children are very affectionate towards the adults who care for them and readily seek cuddles and reassurance for comfort when needed. Daily care practices, such as nappy changing and feeding, carried out by staff support children's emotional security and their self-esteem well. Staff are extremely good role models in showing children how to share and take turns. This helps children to form strong attachments with peers and to quickly understand what behaviour is acceptable. Staff have an excellent understanding of their responsibility to safeguard children. They follow safe working practices exceptionally well to support children's health and welfare.

### **The effectiveness of the leadership and management of the early years provision is good**

The management team have a secure knowledge of the learning and development requirements and how to keep children safe. Robust safeguarding procedures and regular risk assessments of the environment keep children safe and secure. The management team is committed to promoting good quality provision for children and their parents. Systems for evaluating what is working and what needs to improve are developing well. The manager regularly seeks the views of children and parents and uses these to full effect in her planning. However, the management team does not always make the most of their programme of professional development, to ensure consistent, high-quality support is provided when evaluating the quality of teaching and learning. Robust partnerships with parents, other professionals and school help to maintain continuity for children at home, at the nursery and on to school.

## Setting details

<b>Unique reference number</b>	EY344107
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1010727
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	55
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Sarah And Richard Sproston Partnership
<b>Date of previous inspection</b>	29 July 2014
<b>Telephone number</b>	01606 884072

Beechwood Farm Day Nursery was registered in 2006 in Cuddington, Cheshire and is privately owned. The nursery operates Monday to Friday, from 7am until 6.30pm, all year round, except bank holidays and one week at Christmas. 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 and those with English as an additional language. There are currently 18 staff working directly with children. Of whom, 14 are qualified to level 3 or above. One member of staff holds Qualified Teacher Status.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

