

# Beeches Day Nursery

Inspection report for early years provision

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**Unique reference number** EY420301  
**Inspection date** 19/07/2011  
**Inspector** Barbara Wearing

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Beeches Day Nursery opened in 1992 and was re-registered in 2010 as a partnership. It is one of three privately owned nurseries. It operates from six rooms on three floors within a house in Sale, Cheshire.

The provision serves the local area. There is a fully enclosed play area available for outdoor play and exercise. A maximum of 45 children may attend the setting at any one time and there are currently 52 children attending who are within the Early Years Foundation Stage.

The provision is registered by Ofsted on the Early Years Register. The setting currently supports children who speak English as an additional language. The nursery opens on five days a week, Monday to Friday for 50 weeks of the year from 8am to 6pm. Children attend for a variety of sessions. The setting employs 14 members of staff all of whom have a relevant childcare qualification. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Beeches Day Nursery provides children with a safe, stimulating and caring environment in which they make good progress in all areas of learning. Staff use their understanding of how children learn, the early learning goals and their knowledge of individual children to focus their interaction and support. They embrace opportunities to follow children's interests; therefore learning is fun and meaningful. Overall the manager and staff show a desire to continually develop the nursery and a strong ability to evaluate and identify areas for improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- devise further ways to include parents and children in the self-evaluation process, involving them in identifying areas for improvement and in the planning for future developments
- build links with other settings children attend that deliver the Early Years Foundation Stage, enabling both to work together to enhance learning opportunities for children and helping to maintain consistency

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

The nursery's clear record keeping, policies and procedures effectively promote children's safety and welfare. The robust recruitment, vetting and induction

procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. They attend regular safeguarding training and have a clear knowledge and understanding of the procedures they must follow in order to protect children from the risk of abuse. Comprehensive risk assessments, supported by effective daily checking procedures, ensure that potential hazards are identified and minimised.

The key person system and close links with parents ensure that staff know children well and are responsive to their individual needs. They respect and value children's family and cultural backgrounds, reflecting this diversity through activities and resources provided within the nursery. Staff are aware of, and sensitive to, children's individual learning styles and personalities. They interact well with children, ensuring that quieter and more vocal children are given equal attention, valuing and nurturing their unique characters. The play rooms and outdoor play area are well organised and resourced, offering children a bright and stimulating learning environment. Displays of children's work and photographs of them and their families promote children's sense of belonging and self-esteem.

The well established staff team feel that their views and opinions are sought and acted upon. The manager and staff work hard to implement changes as identified through the self-evaluation form, from input by the local authority development workers and following training. Parents are informed of developments within the nursery and are invited to give feedback, although they are not routinely involved in identifying areas for improvement. The nursery is justly proud of recent developments that have had a positive impact on outcomes for children including the outdoor learning environment and achieving a healthy setting award.

Partnerships with other agencies and professionals have been established to ensure that children with special educational needs and/or disabilities are given good support. The nursery has attempted to forge links with schools that children move on to and send information to them as part of the transition process. They have not yet established links with other early years settings that children may attend in order to share information regarding children's learning, development and experiences but understand the importance of doing so when necessary to meet the needs of individual children. Various effective systems are in place for the two-way sharing of information with parents. This maintains consistency for children, enables parents to make informed choices about the care of their children and have an insight into how their child has spent their day and of their progress.

## **The quality and standards of the early years provision and outcomes for children**

Clear and meaningful systems are in place for observation, assessment and planning. Staff regularly record observations of children's achievements and use these to inform short-term planning and track children's progress towards the early learning goals. Development reports are written twice a year and provide a personal picture of the individual child, covering all areas of learning. Next steps show the skills identified for children to achieve over the next six months. Weekly plans break these down, showing how staff will support children in reaching their

goals. This results in children being challenged well in response to their current skills and interests. Parents are encouraged to be involved in this process, enabling staff to incorporate special events, interests and skills children have achieved at home when planning.

Children are active and enthusiastic in their play and learning. Babies turn to familiar staff for reassurance when unfamiliar adults are in the room and gradually develop confidence with their support. Children enjoy playing independently with peers and with staff. They confidently make choices from the wide selection of resources available to them that allow them to be independent and extend their learning. They learn skills to keep themselves safe, such as going downstairs holding onto the banister and as they talk about fire safety. Staff are responsive to babies non-verbal communications. They develop their language skills as staff name facial features as babies point to their noses and delight in a game of peek-a-boo. Toddlers are encouraged to name and find objects and animals as they engage in their play. Older children talk to each other and staff confidently throughout the session, talking about their play, events at home and asking and answering questions. Children who speak English as an additional language make good progress and become confident in answering questions and engaging in conversation with staff.

Children and babies enjoy exploring a range of media and natural materials that they can explore using their senses. They have many opportunities to make marks and develop their writing and creative art skills using a variety of freely accessible resources both indoors and out. Their individual art work and writing is on display throughout the nursery. Children develop problem solving, reasoning and numeracy skills as staff count with them during their play and daily routines. They count how many children there are before going downstairs and the number of windows on a toy train. Older, more able children are able to recognise and name single numerals and plans show how they are challenged to extend their numeracy skills.

Very good use is made of the stimulating outdoor play area to promote all areas of learning. Children use their imaginations as they wash the cars and decorate the play house using paint brushes and water. They develop physical skills as they clamber onto the tree, ride bikes and scooters and throw and catch balls. A particular strength is the opportunities taken to develop children's knowledge and understanding of the world, sustainability and healthy eating. They plant and grow fruit and vegetables and a group of children become engrossed as they study a slug they find. Staff enhance this learning by giving them magnifying glasses to look at it more closely and they eagerly use trowels to dig for worms, stating they are the 'experts'. They learn about the lifecycle of butterflies, observing the changes as their caterpillars grow and remembering that they will soon become cocoons. Healthy lifestyles are further promoted as children and babies benefit from nutritious, freshly prepared meals and healthy snacks.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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