

The Beeches Nursery

Inspection report for early years provision

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Setting address	St Peters School, Minniecroft Road, Burnham, Buckinghamshire, SL1 7DE
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Beeches Day Nursery opened in 1999. It is one of seven nurseries in the area run by Countryside Nurseries. It operates from a self-contained building within St Peter's Combined School in Burnham. The nursery serves the local area. There are currently 45 children from ten months to five years on roll and the nursery caters for 35 children. This includes children whose nursery education is funded. Children attend for a variety of sessions. The setting has systems in place to provide support for children with special educational needs and for those who speak English as an additional language. The nursery opens five days a week all year round. Sessions are from 7.45am to 6pm.

There are 11 staff including the manager who work full time with the children and a part-time cook. Almost all have appropriate early years qualifications. Five have National Vocational Qualification (NVQ) at level 3, two have NVQ at level 2, one is working to a level 2, and two assistants. The setting receives support from the local authority. It works in partnership with the adjoining primary school. It is on the Early Years Register and compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The Beeches Nursery is an exceptional setting. It meets the needs of all children very well because it is inclusive and supports individual children so that they make very good progress in their learning and development. This includes children who have special educational needs or who are at the early stages of learning English. The nursery has an outstanding capacity to improve because the manager and her very experienced staff team evaluate the provision frequently and implement changes to improve it. The staff develop their skills further by attending a very wide range of training courses and by working in close partnership with other nurseries within the company.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving self-evaluation further by developing ways of comparing the progress of different groups of children in each area of their learning so that the manager can be sure that they always make outstanding progress

The effectiveness of leadership and management of the early years provision

Very rigorous procedures ensure that the children are always completely safe and secure. All staff are vetted appropriately and fully trained in safeguarding. The

premises are checked daily so that accidents are avoided. There are very good procedures when children have accidents or need medication. Parents and carers sign the records so that they know what has happened. Visitors sign in and doors and gates are kept closed. The staff are very vigilant about hygiene so that the children avoid infection. They are particularly careful to ensure the safety and well-being of the youngest children, and at the end of each day they give parents detailed information about their baby's routine and what they have enjoyed doing. Adults remove their shoes so that the floor where babies crawl is clean. All policies and procedures are reviewed frequently and shared with parents. The manager drives ambition extremely well and is very focused on improving the opportunities she provides for the children. She and her team have made many improvements since the last inspection, for example, the children now have very good toys to help them understand the needs of others. They also have an outstanding range of toys to help them learn to use appropriate information and communication technology (ICT).

The staff work very closely with external agencies so that children with special educational needs are supported well and make very good progress, and this also helps their families. They adapt their practice to help individual children, for example, those who are beginning to learn English. The staff work in very close partnership with parents and carers, who are extremely well informed about daily routines and menus through newsletters and notice boards. They learn how their children are developing because the staff talk to them informally, they attend regular meetings and can always look at progress records. They are invited to stay and play with their children to see how they learn. They receive information each day on what the children have achieved and enjoyed. The staff take great care to find out how parents and carers want their children to be looked after and what routines they have at home so that there is consistency for them. They visit the families at home before the children start attending. They invite parents and carers to suggest activities their children will enjoy. Staff and parents discuss children's progress at home and this helps the staff know the children even better. Parents and carers complete surveys regularly and tell the staff about special events at home so that they can build on those experiences. Parents and carers are very happy with the provision and feel that their children make extremely good progress.

The nursery supports the children very well as they move on to their primary schools. Transition meetings provide reassurance for parents, and carers and the children make visits to the schools so that they become familiar with a different environment. They talk about moving on to school, they look at photos and their new uniforms.

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

All children make very good progress because the provision is outstanding. The staff observe the children closely as they learn so that they know what opportunities they need to make the next steps. They keep very thorough records showing the progress each child is making in each area of learning and these

records are always available to parents and carers so that they can see what their children are learning. Although this assessment is very thorough and well used the staff currently have no system for comparing the progress of different groups of children in different areas of learning. This limits the confidence that all groups make consistently outstanding progress.

The children play with a wide range of stimulating resources and toys which help their development, and the nursery is very well equipped. The outdoor area is especially exciting with many activities to interest the children, including growing vegetables which they subsequently cook and taste. They climb and ride bikes, they learn about minibeasts and enjoy role play, for example, in their "building site". Babies and toddlers make very good progress in their physical development by climbing, and they explore many shapes, sounds and textures. The children's behaviour is exemplary, and they play well together, taking turns and sharing toys. They persevere with games and construction toys, and the older children begin to learn their sounds and to recognise and write their names. They develop their imagination through role play, for example, pretending to run a shop. The adults interact very well with the children, extending their vocabulary and encouraging them to investigate and explore. They ask them questions to extend their thinking, for example, about counting or comparing sizes, and value their achievements by displaying their paintings and drawings on the walls. The adults are good role models for the children and they have very high expectations of them. Consequently the children are polite, they learn good manners and they are extremely confident to talk about their learning to visitors. They are well prepared for the next stages of education.

The children learn a great deal about healthy lifestyles because they eat nutritious snacks and lunches, and they wash their hands regularly. They know what to do when they hear the fire bell. They say that they feel very safe because the adults look after them well. The older children learn to become independent by choosing activities, when to have their snacks and pouring their own drinks. They help others too. Resources are accessible and well-labelled so that the children can find what they want to play with and put toys away afterwards. Children learn a great deal about different customs and special times in the year, for example at Divali they tasted food and listened to music and stories. They also made lamp holders. The children play with multicultural dolls, books and puzzles. Visitors talk to them about the work they do in the community, for example, the dentist and a policeman. Children make visits to local places in the village such as the library and doctors' surgery, which widen their experience greatly.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met