



Summary of e-Quality Counts Assessment

Name of Setting	Birchfield Prepcare Day Nursery			
e-QC Number	eQC10094			
Address	Harriots Hayes Lane Albrighton Wolverhampton WV7 3AF			
Date of Assessment:	13 th June 2011			
	Level Achieved for Each Section			
e-Quality Counts Section	Level One	Level Two	Level Three	Not Met
1: Management			✓	
2: Staff			✓	
3: Observation & Reflection to Inform Practice		✓		
4: Care, Learning & Development			✓	
5: Environment			✓	
6: Visits & Visitors			✓	
7: Equality & Inclusion			✓	
8: Safeguarding Children			✓	
9: Partnerships with Parents/Carers			✓	
10: Nutrition, Serving Food & Oral Health - Full			✓	
11: Health & Safety			✓	
12: Babies			✓	
13: School Escort Service	N/A	N/A	N/A	
14: Out of School Care			✓	
15: Students			✓	
Overall e-Quality Counts Level Achieved	Level 3			
Date	25 th November 2011			

Assessment Feedback

Assessor's comments to include areas of strength and areas to be developed within each section

AWARD e-QUALITY COUNTS AT LEVEL 3

Section 1 – Management

The leadership at Birchfield Prepcare Nursery is very good with the senior staff working very hard to provide positive role models to the team of practitioners. The staffing structure is very clear and all practitioners understand their roles and responsibilities and how this fits in with the success of the organisation. Regular meetings involving staff, managers, Early Years Advisors and Birchfield School ensure the channels of communication are kept open and all stakeholders work together for the benefit of the children.

The manager has also established effective routines for using peer observations to inform team training and establish a culture of reflection on practice to drive change and development. Annual appraisals identify areas for improvement and inform the training and development plan. All practitioners are provided with in-house, external, individual and team training.

There are clear processes for ensuring all staff are aware of their statutory obligations which is provided at induction and regularly reviewed. The manager has established a collaborative approach to evaluating practice which is reflected in the constant development and improvement the setting has made.

Section 2 – Staff

All practitioners are qualified and skilled in their role. Nearly all are qualified to level three and above and five practitioners have degrees, whilst two are working towards Early Years Professional Status. Practitioners use the skills they have gained on their various courses to share good practice throughout the nursery by leading sessions on their area of expertise such as Forest Schools or Sing and Sign time.

Staff are clearly very passionate about their work, they are focused, committed and very hard working, they have the children's best interests at heart and are committed to ensuring their time at nursery is valuable and fully meets their needs.

The company strategy for retaining good staff clearly works as practitioners are rewarded for good practice and their skills are fully utilised and recognised.

Section 3 – Observation & Reflection to Inform Practice

Observation and reflection on practice form the basis of everything the practitioners do at the setting. This takes the form of using observations on children to inform planning; observations on practitioners to inform training and development and observations on the implementation of policies and procedures to evaluate effective practice.

All staff contribute to the various methods of observations used and they fully understand their responsibilities of evaluating these to improve outcomes for children and families.

Section 4 – Care, Learning & Development

Practitioners demonstrate a good understanding of child development and of all the children in their care. They have implemented a key person system which they use effectively to ensure each child is valued as an individual and their diverse needs are met through thorough differentiated planning and a flexible approach to routines and activities.

Systems have been established to ensure that each child has the opportunity to engage in group play and one-to-one and the range of activities offered is extensive with children having lessons in swimming, dance, tennis, music and regular outings as a basis of the planned curriculum.

Having access to such diverse activities at such a young age, delivered by experienced, competent professionals is giving these children very firm foundations for confidence and

independence upon entry to school.

Birchfield Prepcare Nursery also provides Forest School sessions which have proven a great success. Through these sessions, the children are given the freedom and opportunity to demonstrate independence and self belief by exercising an awareness of the consequences of their actions and developing the skill of self assessing risk. They are able to work co-operatively and supportively of their peers, and practitioners have noted how these sessions have supported a far greater development of language in most of the children. Such activities have also been recognised by external professionals as the children participate in activities which link into the framework of those provided by organisations such as the RSPB.

Section 5 – Environment

The nursery premises are very safe and secure. Set in the school grounds and adjoining the main building, the nursery fully utilises its unique position of being part of a larger high quality establishment yet maintaining individuality and meeting the individual needs of the families using the service. All rooms are planned to provide a variety of different play opportunities and children are afforded the added benefit of attending school assemblies and eating with the school reception children to allow them to safely socialise with children of different ages with the support of their key person. The internal nursery environment is bright and welcoming and organisation of resources is attractive, accessible and stimulating. Children's work is displayed throughout and it is clear how much adults value this.

Extensive outdoor play areas such a Forest School, playground, tennis courts, cricket fields, outdoor swimming pool, fields, gardens, tunnels, arches, rockeries and climbing frames all serve to inspire children to explore and investigate freely yet safely. There is also access to a dance studio, music room and ICT suite – all external to the nursery but easily accessible.

Section 6 – Visits & Visitors

Outings planned for children over the age of three are extensive with one being planned every two months. These planned outings alternate with visits from external professionals so that either an outing or a visit occurs every month. Children under the age of three visit the immediate (and extensive) surroundings, which as stated previously, offer a wide variety of experiences. All outings are planned as part of the curriculum and consider the health and safety of the children and staff. A thorough risk assessment is undertaken and all outings are evaluated to ensure any further outings meet the planned purpose.

Lessons taught by external professionals occur every day in addition to activities planned for visitors in line with a current theme or interest that the children are displaying. For example, in addition to the P.E teacher visiting every Monday, a yoga teacher will visit as part of a long term plan one month. Practitioners also utilise the skills of external organisations in supporting the environment as the RAF helped with establishing a safe yet stimulating area for Forest School and a local tree surgeon donated sticks for the children to make a hut.

Section 7 – Equality & Inclusion

There are two practitioners employed at the setting with training and experience of working with children with additional needs. The lead Special Educational Needs Co-ordinator (SENCO) has established good systems for sharing good practice with the other practitioner including encouraging a team approach to evaluating practice through the Inclusion Development Programme.

The very thorough transition process established at the setting enables key workers to work in partnership with parents and external organisations to best meet the needs of every child.

Regular meetings are held within the setting to support practitioners and liaise with parents and externally with professionals such as the Area SENCO and Early Years Consultant.

Section 8 – Safeguarding Children

There is a clear policy for safeguarding children and adults which is known by all practitioners and is provided for parents. This policy, including contact names and telephone numbers is displayed in every base room for practitioners to refer to constantly.

All practitioners are provided with safeguarding training and are aware of their roles and responsibilities with regards to supporting parents and families and understanding the Common Assessment Framework.

Section 9 – Partnerships with Parents/Carers

Staff work in partnership with parents and use a number of different processes, such as questionnaires, parent review sheets, room newsletters and workshops to ensure parents are communicated with effectively and informed of any changes which may affect their children.

There is a long term plan which includes ways in which parents may be engaged and involved such as Summer Fete, Easter Parade, and Sing-a-long etc. Parents are also invited to attend training alongside practitioners such as First Aid, and delivered by practitioners such as 'Letters and Sounds' and 'Benefits of Forest Schools'. Parents meetings are held every twelve weeks, and whilst this is not a 'formal' parents group, they are invited to comment on any aspect of service provision. The setting may consider establishing a parents group in future to further extend this involvement.

Parent's home languages are respected and nursery policies are translated into Spanish and Polish with aims to translate into further languages.

Section 10 – Nutrition, Serving Food & Oral Health

All meals are planned by the school catering supervisor based on her knowledge of the children's dietary requirements and attendance patterns. There are a number of options available each day so parents can choose which meal their child will be offered and there is always a nutritious alternative should a child not like the food they have been given.

Very high standards of hygiene are maintained in the kitchen area and the catering supervisor has adopted very thorough monitoring systems.

Children eat in their key groups and mealtimes are a social occasion where children are encouraged to exercise independence.

The children have their own vegetable garden which they can use for cookery activities and the Forest School session involves growing herbs, which are also used.

Section 11 – Health & Safety

There is a Health and Safety Notice board at the nursery upon which the relevant policies and risk assessments are displayed. Daily risk monitoring sheets are completed by all practitioners who are able to identify hazards and know the process for reporting and minimising risks.

The setting also benefits from the support of the school in that they attend regular school Health and Safety meetings and the cleaners, caretaker and grounds men ensure the nursery and surroundings are maintained to very high standard.

Fire safety is ensured with an up to date risk assessment shown in each room, regular fire drills and a daily lock up procedure. There are action plans following each fire drill to identify any areas for improvement.

Section 12 – Babies

Baby room practitioners are very knowledgeable and experienced in their roles. They have a very kind and genuine way of interacting with the babies and are clearly committed to providing a high quality service. Practitioners have a good understanding of the needs and interests of the children in their care and are able to plan accordingly. Observations are conducted regularly and shared with parents and planned activities are varied and include plenty of opportunities to explore and investigate without being too overwhelming.

Section 13 – School Escort Service

Not provided by the setting.

Section 14 – Out of School Care

There is provision for children up to the age of eight years from the main school to be provided with after school care on nursery premises known as a crèche. This is used on an ad hoc basis by a number of children and pre-school staff accommodate this service in one of the pre-school rooms. In the main, nursery policies serve this aspect of provision, but where this is not applicable, there are separate crèche policies.

Separate contracts are provided for the parents of the crèche children and practitioners are aware of the need for a different curriculum and code of behaviour.

The practitioner in charge of crèche has a degree in Early Years, is SENCO trained and is currently an EYPS candidate. She has a good understanding of the interests of the children in her group and is able to differentiate her plans depending on the children attending. As with all of the children in the nursery, the crèche children are afforded a wide range of activities including swimming, tennis and music, but practitioners are aware that they have quite a full structured day at school and aim to make their time at crèche quite relaxed and child-led.

Crèche parents are provided with feedback on a daily basis and the practitioners liaise fully with the teachers to pass on messages and be involved in the care and well being of the crèche children.

The setting may benefit from providing practitioners with play work training and inviting parents to be involved in the setting more.

Section 15 – Students

Limited places are available for training organisations to use the setting for work placements for students. There are thorough policies and procedures in place to ensure that students are provided with positive mentoring and support without compromising the attention given to the children. All students are provided with a workplace mentor and are encouraged to evaluate their own learning and establish targets for improvement. The setting has established positive relationships with training providers to share training and good practice.

The setting provides positive role models for students embarking on a career in Early Years.