



## **Baby Grows Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY310439
<b>Inspection date</b>	20 April 2006
<b>Inspector</b>	Carole Argles / Pamela Woodhouse
<b>Setting Address</b>	Middlefield House, Marlott Road, Gillingham, Dorset, SP8 4FA
<b>Telephone number</b>	01747 835533
<b>E-mail</b>	admin@babygrows-nursery.co.uk
<b>Registered person</b>	Baby Grows Day Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Baby Grows Day Nursery opened in September 2005 and is privately owned. The nursery operates from purpose built premises situated on the outskirts of Gillingham, North Dorset. There is an enclosed outside play area.

The nursery accepts children aged from 3 months to 4 years and can accommodate 112 children. The opening hours are from 08.00 until 18.00 on weekdays, for 51 weeks of the year. At present, there are 83 children on roll, including 27 children who

receive funding for Nursery Education. The nursery supports children who have special needs and for whom English is an additional language.

There are 17 members of staff who work with the children. Of these, 10 hold an appropriate early years qualification. A further 6 staff are currently undertaking training.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The children eat and enjoy a wide variety of nutritious and balanced snacks and meals, which include many fruits and vegetables. These are freshly prepared on the premises daily. Staff ensure that children's dietary needs are met, for example, by providing dairy-free alternatives for children who have allergies. They implement sound procedures to ensure that babies only receive the feeds and food provided by their parents to minimise the risks to their safety. Children begin to learn about the importance of eating a healthy diet through activities and discussion. For example, older children often become involved in preparing food in their own child-size kitchen.

The premises, toys and equipment are clean and hygienic for the children to use. Staff implement the nurseries policies and procedures effectively to minimise the risk of infection spreading between children. For example, there are hygienic nappy changing routines and each child has separate bedding and towels. No outdoor shoes are worn in the nursery. Children learn good hygiene routines and wash their hands before eating and after using the cloakrooms. Staff explain why they need to do this and show them how to wash their hands properly. There are suitable procedures for the safe administration of medication to children and for recording any accidents. Suitable first aid kits are readily available throughout the nursery and most staff hold a first aid certificate. This contributes effectively towards safeguarding children's health and welfare.

Children have daily opportunities for exercise and bring suitable clothing so they can play outside, go for walks or to the park in all weathers. They show enjoyment when using a range of play equipment, for example, a ball pit and soft play blocks inside the premises. They develop control and coordination of their movements as they push buggies and use climbing and balancing equipment. They gain new skills when playing with balls and hoops and develop good hand-eye coordination when using and handling a range of age-appropriate objects. For example, they use large brushes and water to paint outside.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The premises are bright, warm and safe for the children to use. There are many

attractive displays of pictures, posters and children's work making the nursery welcoming to both the children and their carers. The premises are well planned to promote children's safety. Staff use the space effectively to meet the children's needs. There are sleeping and changing areas, a children's kitchen, as well as ample space for quiet and physical activities where children can play and move in safety. There is a wide range of good quality furniture, toys and equipment to support the children's developmental needs. Staff check these regularly to ensure that they are safe and suitable for the children to use.

Children are protected from the risk of accidental injury because staff supervise them well at all times. They use appropriate safety equipment, for example, socket covers and stairgates, to prevent children accessing areas that are potentially dangerous. Suitable fire precautions are in place and children have regular opportunities to practise the fire evacuation procedure.

Children's safety is promoted because the premises are secure against unauthorised entry. There is a suitable child protection procedure and staff have a sound understanding of child protection issues. They understand the action they should take if they are concerned about the welfare of a child. This contributes effectively to keeping children safe from harm.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

The children are happy and settled and form good relationships with the staff. There is plenty of interaction between them with the children going readily to the staff for comfort or assistance. The good levels of conversation support children's language development well. Staff praise the children freely and give them encouragement to try new tasks and this ensures they are confident and develop a good self-esteem. The younger children are comfortable and secure because staff respect their individual routines and sleeping patterns. Children begin to develop independence with their personal care, washing their hands at the low sinks and attempting to put on their coats and boots.

There is a wide range of resources and equipment to support the children's learning with many items stored in low units so that children can see and select them independently and follow their own interests. However, some of the younger children have limited opportunity to make choices about the toys they use.

Staff observe what the younger children can do and record their progress. They plan a wide range of interesting activities for the children, referring to the Birth to Three Matters framework. These generally provide suitable levels of challenge for them. However, some of the activities for the younger children are quite formal. For example, staff provide a group time for all the children to draw rather than having resources available for the children to choose to use. The younger children have many sensory experiences. For example, they explore materials like cornflour and water or cooked spaghetti and try out musical instruments. Staff often play quiet music creating a peaceful atmosphere in the room for them. Under the watchful eyes

of the staff, the babies investigate 'treasure baskets' containing a variety of natural and interesting resources, like shells, kitchen utensils and strips of material.

## Nursery Education

The quality of teaching and learning is satisfactory. Children and staff have established secure relationships and there is a good rapport between them. Staff talk to the children about their play and draw them into discussions about what they are doing, for example, about the ingredients they are using to make apple muffins. Activities are planned to cover all areas of the Foundation Stage of learning and link to the stepping stones to ensure that a varied curriculum is offered each day. However, observation and assessment of the children's progress is not completed on a regular basis and this impacts on planning for their individual learning needs.

Children are confident, happy and eager to learn, absorbing themselves in their chosen activity. They are familiar with the pattern of each session and therefore know what happens next, for example, when it is time to play outside or listen to a group story. The routine of the day sometimes does not allow for children to finish what they are doing in their own time. This means that their enjoyment and feeling of self-satisfaction is interrupted at times, such as when preparing for snack or when asked to move on to another activity without warning.

Children are learning to become independent and competently address their personal needs, for example, most are able to dress themselves when preparing to play outside. They help their less able peers to put on their coats or tell them which foot to put in their shoes. Children are able to access their toys from low shelves and because the toy boxes are clearly labelled and illustrated with a picture, they are easily able to identify the contents without adult assistance.

Children's speaking and listening skills are developing very well as they listen to instructions and enjoy opportunities to share their news with their peers, for example, during 'show and tell'. They enjoy stories, enthusiastically joining in with the refrain and have great fun mimicking the actions of, for example, an elephant, as they wave their arms as if a trunk. Children's understanding of sounds and letters is reinforced as staff encourage them to sound out the letters in their name, and there are many examples of print within the play environment to stimulate their interest. Children have some opportunities to develop their pencil and writing skills. They are beginning to make recognisable letters and some can write their own names unaided. However, resources are not always readily available to encourage children to use these spontaneously.

Children's concept of simple maths is encouraged through a varied range of activities. For example, they count the number of legs on the spider they have painted and count the numbers in matching games, identifying which numeral matches the objects on the card. Regular cooking and baking activities introduce children to simple calculation when they weigh out their ingredients and learn mathematical language such as big and small, heavy and light. They do not have many opportunities to solve simple problems.

Children have regular opportunities to learn about their immediate environment and

the wider world through real life experiences such as sharing their family culture and traditions with each other. For example, they make wontons and participate in a Chinese puppet theatre show especially arranged by a parent. Visits from a vet introduce children to the care of pets and they learn about fire safety through visits from the fire service. Children develop their design making skills as they build from a range of construction equipment. They enjoy joining pieces together to make models, using their own ideas as well as following simple patterns. However, they have few opportunities to develop their knowledge of simple everyday technology, their curiosity and investigative skills due to the limited resources available.

Children have daily opportunities to develop their physical skills both indoors and outside. They have space to run around freely, to learn new skills such as passing and catching a ball, and make regular use of local playground facilities to climb and balance. Children use a range of tools and resources to develop their manipulation skills, for example, they competently use a good range of knives and cutters when using play dough and everyday kitchen equipment such as graters, spoons and scrapers when baking.

Children enjoy role-play and the imaginative play area is frequently changed to maintain their interest. They are encouraged to contribute to the current theme, for example, preparing menu's and price lists for the food 'on sale' at the cafe. They fully immerse themselves in their roles and act out their real life experiences such as feeding baby and preparing pretend food. Children's creativity is encouraged through a variety of activities and media such as paint and clay. They experiment with different painting methods, for example, using their hands and painting with sponges and make collages and gifts to celebrate special days such as Mother's day and Easter.

### **Helping children make a positive contribution**

The provision is satisfactory.

The children are confident and secure and have developed a sense of belonging in the nursery. For example, older children have individual named trays to store items and pictures that they are taking home, and self-register with their name cards as they arrive. The children behave well and play cooperatively together; they are learning to share fairly and take turns. For example, they help each other to find the pieces to make a model with mobilo and take turns to use the utensils during cookery activities. The staff generally use age-appropriate strategies such as distraction, praise and reward to good effect. Through careful explanations, the children begin to understand the staff's expectations and learn to manage their own behaviour. However, there are times, particularly whilst waiting for their meal or snack, when some children become restless and noisy because their time is not being used constructively.

There is a suitable range of toys and resources that show positive images of diversity. Children begin to learn about the culture and traditions of others in society through discussions and activities, which have included finding out about festivals, for example, the Chinese New Year and Diwali. This contributes towards children

developing an accepting attitude towards others. There is good communication between staff and parents, and children's individual care needs are respected and their usual routines followed. There are daily diary sheets for the babies and youngest children that give detailed information to ensure there is continuity between their homes and the nursery. As a result, the children feel comfortable and secure.

The premises are well designed to meet the needs of children and adults who have reduced mobility, for example, a lift allows access to all areas of the premises. Children with special needs are generally supported by staff who recognise the need to work in partnership with their parents and other professionals involved in their care. Staff ensure that suitable equipment is in place to support children's physical needs and they work in cooperation with other agencies to plan their progress, for example, by using signing and pictorial information to aid communication. However, there are times when this is not fully effective. For example, toys and resources are not placed where children can reach or see them at all times and staff do not always include children in the activities.

The partnership with parents and carers is good. There is a friendly relationship and effective partnership between parents and staff with regular two-way communication between home and the nursery. An effective settling in procedure ensures that staff and parents exchange information about the children to help them settle quickly. Parents link to their child's key worker and liaise with them about their children's individual needs. Staff talk regularly with parents about their child's progress. Parents receive comprehensive information about the setting and the provision it offers in a variety of ways, such as the prospectus, newsletters and wall displays. They discuss how they can contribute to their children's learning at home and are actively encouraged to become involved in the nursery activities to promote their children's learning. For example, children's early reading skills are promoted through the cooperation of parents reinforcing the letter of the week and contributing to the interest table to prompt discussion at home. Parents also regularly share their expertise and knowledge to enhance activities such as caring for pets and learning about other cultures.

The children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

The proprietors are committed to the continued development of the nursery to enhance the children's care, learning and welfare. They are implementing plans to develop the outside play areas and actively encourage staff to take training and qualifications. For example, they arrange for in-house training by external organisations.

Most of the records, policies and procedures required for the efficient operation of the nursery are in place. There are suitable procedures for staff recruitment, vetting and induction and this contributes effectively towards ensuring that children are protected. Procedures to monitor staff performance are being established. Appropriate staff qualification requirements are met and suitable adult: child ratios are maintained. The

staff work cooperatively together and are aware of their roles and responsibilities. However, occasionally, for example, at snack and meal times, staff are not deployed effectively to support the children's needs fully and ensure all have sufficient attention.

Leadership and management is satisfactory. The management team are pro-active in their approach to develop and enhance the provision. They recognise areas for improvement and respond effectively to suggestions made by the support workers who visit the setting. The system for monitoring and evaluating the educational programme is not secure and has been recognised by the management team who are developing procedures to make this more effective. However, currently this affects the assessment and progression of children's individual learning.

The provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There has been one complaint to Ofsted. Concerns were received on 31 January 2006 in relation to the following: National Standard 2 (Organisation), that adult: child ratios and the appropriate staff qualification requirements were not being met; National Standard 7 (Health), that accidents are not adequately recorded. An unannounced visit was carried out on 2 February 2006. During this visit, it was identified that the National Standards continue to be met. The registered person continues to be suitable for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**



To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the use of time and resources to ensure that all children are offered appropriate challenges (also applies to Nursery education)
- ensure that all children are well supported and their individual needs planned for and met appropriately
- review the deployment of staff at key times, for example, during the serving of meals and snacks, to ensure that children receive good level of attention at all times.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop planning, observation and assessment systems, and use these to ensure that children's progress towards the early learning goals is monitored effectively
- develop opportunities for children to investigate how simple everyday technology works.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)