



The Barney Lodge Day Nursery

Inspection report for early years provision

Unique Reference Number	EY310782
Inspection date	20 April 2006
Inspector	Jan Healy
Setting Address	5 Westbury Road, Warminster, Wiltshire, BA12 0AN
Telephone number	01985 214286
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Registered person	Lynn Ashton
Type of inspection	Integrated
Type of care	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.

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 good.

WHAT SORT OF SETTING IS IT?

The Barney Lodge Day Nursery School originally registered in 1989 and changed ownership in 2005. It operates from a detached house on the outskirts of the town of Warminster, Wiltshire. A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year. Children share access to a secure enclosed outdoor play area.

There are currently 84 children aged from birth to five years on roll. Of these, 39

children receive funding for nursery education. Children come from a wide catchment area, including local villages and towns. The nursery currently supports a number of children with special educational needs.

The nursery employs 22 staff who work with the children, 17 of whom hold a qualification in early years and one is currently on a training programme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

A housekeeper ensures that the nursery is clean before children's arrival, having established an effective routine, to ensure children's good health. During the day, tidying and cleaning do not interrupt children's activities or take staff away from directly working with children, such as, when cleaning surfaces with an anti-bacterial spray between activities. Safe storage of rubbish, for example nappies, which are sealed in a bag, before being appropriately discarded, helps to protect children from illness. However, not all staff have a secure knowledge about the positive steps to prevent the spread of infection, such as the sharing of hand washing facilities in the baby room. Suitable hand washing and hand drying facilities are provided for older children, who are encouraged to learn about good hygiene, for instance washing their hands before eating and after using the bathroom. Staff are suitably trained in first aid, so swift action can be taken in the event of an accident. Medication is appropriately administered with the consent of parents and staff record necessary details, which are shared with parents, such as the time and dosage given.

Children have access to an extensive garden, where they enjoy the fresh air and learn about nature, for example looking closely at woodlice and the patterns on leaves. They strengthen their muscles by climbing steps and learn about the concept of space, by having the use of wheeled toys, which they ride without bumping into each other. Children are able to move freely and safely within the playrooms, and staff protect non-mobile babies, by ensuring staff are deployed effectively. Toddlers have the use of push and pull toys, and are able to pull themselves up on furniture, which helps to develop their physical skills.

A cook is responsible for food preparation and handling, and receives appropriate training, which includes storage and serving of meals hygienically, so children are kept free from illness. Staff are aware that nutritious food is essential for children's well-being, and so fresh fruit is available for snack. Fresh drinking water is not readily available for older children, and so they have to request this from staff, which hinders their independence. Staff seek details from parents, in order to provide for children's individual needs, for example religious requirements, and staff are aware of the children who may suffer from a food intolerance or allergy and ensure children do not swap food.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are warmly welcomed upon arrival, shaking hands with the staff and greeting them with a cheerful smile. The temperature is monitored to ensure children are able to rest and play in comfort. Space is well managed and staff divide rooms into areas, so children and babies of different ages and stages of development are able to progress in their learning, and to move about freely and safely.

There is sufficient storage, such as drawers at children's height, which contain pictures of its contents, so children are able to independently choose from a balanced range of resources. Seating is appropriate, as children have access to child sized furniture and non-mobile babies benefit from highchairs and beanbags, which allows them to sit up and watch what is going on around them.

Staff take positive steps to promote safety within the setting, such as ensuring smoke alarms are in working order and practice an emergency evacuation procedure, to ensure children leave the building quickly and safely in the event of a fire. Potential hazards, such as heaters, are guarded to prevent burns. Staff guide children down the steps when going into the garden, to ensure their safety. In the event of an accident, careful details are recorded and shared with parents; however, staff do not ensure that records remain confidential.

Staff are aware of the concept of significant harm, and so ensure children's welfare is paramount, for example, by completing training in child protection, to ensure they are aware of the signs and symptoms of abuse and neglect. Existing injuries are recorded, and an explanation is requested from parents. Staff are aware of the procedure to follow in the event of an allegation of abuse being made about them.

Helping children achieve well and enjoy what they do

The provision is good.

Staff are friendly and approachable and share a positive relationship with the toddlers and babies. They encourage them to try new activities, for example using a road map when playing with the cars. Staff plan activities to aid them to learn right from wrong, by using props such as story books and resources for role play, which includes dressing up clothes. Staff respond to non-verbal communication from babies, such as gestures and sounds. Babies are stimulated with games and finger rhymes, which they evidently enjoy by their positive body language and giggles. Toddlers gather in a group to play matching games and are able to recognise and name a variety of animals.

The person in charge is suitably qualified and has good knowledge and understanding about the Foundation Stage curriculum. Action plans are in place, for staff who wish to further their education and they are encouraged to seek training, for instance behaviour management. Observations take place, to help plan suitable and challenging experiences, such as gardening. Staff are aware of the children who have a special need, and ensure they are able to join in with the activities offered. Staff encourage good behaviour in children, by being good role-models. For example, they speak to each other with respect, which children copy. Resources are

organised to encourage children's independence, such as the drawers containing pencils and pens which are stored within their reach.

Nursery Education

The quality of teaching and learning is good. Children arrive confidently, greeting the staff and their friends before joining the group. Children form good relationships with their friends and the staff, with whom they feel secure. Children try new activities, such as exploring the properties of cooked spaghetti, particularly when encouraged by the staff. During register and story, children sit and concentrate for short periods of time, whilst learning the conventions of one person speaking at a time. They are developing an awareness of their own needs, such as communicating their feelings, when talking about events that occur outside of nursery, and are learning to dress and undress independently, for example, when going outside to play. They are developing respect and belief for their own culture and are learning about the cultures of others' through, for example, activities based on Chinese New year.

Children speak in a familiar group, such as during snack time, when they relay stories and anecdotes about their play and what is happening at home. They invent stories during role play and pretend to be characters from books, with one child being a ballerina. Children sing and are learning patterns in rhymes, such as rhyming last words in a sequence of lines. Most are able to recognise their name when placed on the table for snack, and some are able to recognise the names of their friends. Children experiment with writing, some making marks whilst others writing clearly defined words. Children ask relevant questions, for example where an item is, and are beginning to take turns when riding wheeled toys.

Children are able to count, and join in with number rhymes and games. They are familiar with counting objects that they see, such as the number of steps in the outdoor play area. Children play snakes and ladders with staff and are beginning to sort items according to their size, for example dolls. Children are aware of and able to name a variety of shapes, which they use during art activities, and can follow directions using cars and a road map. They are able to follow positional instructions during musical movement, when putting their hand behind their back, and sit beside a friend.

Children explore their local environment, and look closely at living things, for example woodlice, which they watch and follow with great enthusiasm. Children plant seeds and watch how they grow and change over time. They have the opportunity to draw still life pictures, for example tulips, and have the resources to look at the finer detail, using magnifying glasses, commenting on the changes that they see. They use their sense of touch, to describe the properties of jelly, corn flour and foam. They explore taste during baking activities, and express their preferences about the foods they like and dislike, encouraging their confidence and self-esteem.

Children walk, run, skip, hop and engage in musical movement, helping to enhance their physical skills. They learn to climb the steps of a slide with increasing dexterity, repeating the activity until they master the whole sequence of movement, such as turning to sit and sliding down. They are learning about the effects exercise has on their body, when they become tired and hot. They play safely on wheeled toys,

avoiding to bump into each other and are becoming increasingly skilful with throwing and catching balls. Children are learning to control and to use tools safely, for example scissors, and are able to manipulate play dough, which helps to strengthen their muscles.

Children are able to recognise a large variety of colours, and are aware that some objects have traditional colours, such as the sun is yellow. They use preferences of colour in their pictures, and are developing their choice of materials and tools for specific tasks; however, children are not always allowed the freedom to design and create a piece of work themselves. Upon completion, staff add to the finished product, such as drawing bows on their Easter eggs, eyes on their caterpillars and veins on their leaves, which hinders children's independence and undermines their confidence and self-esteem.

Helping children make a positive contribution

The provision is satisfactory.

Spiritual, moral, social and cultural development is fostered. Staff value the children and babies in their care, and they are committed to ensuring children are treated fairly and with the respect they deserve. Babies are comforted when necessary and care is taken to ensure they feel secure. Self-esteem is encouraged through appropriate praise, and staff and children greet each other during arrival and departure with a hand shake and a smile. Staff and children speak politely to each other at all times and children are confident to ask staff questions and to approach them with a problem, such as help in tying their shoe laces. However, there are too few resources which reflect diversity in the baby and toddler room, which helps to enrich children's knowledge about the multicultural society in which they live.

Staff are aware that some children have a special need, and are proactive in ensuring that appropriate action is taken when such a need is identified. Staff work in partnership with parents, to ensure individual needs are met, and so they are able to provide consistency and continuity of care.

Children benefit as staff adopt a consistent and positive approach to behaviour management, for example, by establishing clear boundaries, such as no running indoors, which children adhere to. Staff and children share a warm relationship, and they show genuine concern for each other; for instance, when a member of staff mislaid her hair band, a child offered the loan of hers. Children enjoy pleasing their key worker, such as doing as they request and listening to what they have to say. Responsibility is encouraged, to help enhance children's self-esteem, for example, helping to tidy away toys and resources after playing with them. Young children's behaviour is dealt with sensitively and appropriately, giving consideration to their level of development and understanding.

Partnership with parents is good. Staff welcome parents into the setting and they share an open and honest relationship, exchanging information about any progress or concerns, both verbally and in written form. Policies and procedures are available for perusal, and regular newsletters keep parents up to date, with regard to any forthcoming events. Parents are aware of the procedure to follow when making a

complaint; however, the complaints policy requires updating, to include the regulators' new address.

Organisation

The organisation is good.

Leadership and management are good. The setting meets the needs of the range of children for whom it provides. The nursery manager, deputy and supervisors in each playroom are suitably qualified and experienced to care for children and to lead the team of nursery staff. A secretary ensures the smooth running of the business, and a cook ensures children are provided a healthy and nutritious diet. A housekeeper keeps the nursery clean and tidy and free from hazards. Staff are encouraged to keep up to date with relevant training, such as first aid, to ensure children are well cared for in the event of an accident.

Good use of space enables babies to sleep in comfort and play in safety. Older children have the opportunity to access an art room, where they engage in numerous creative activities, which help them to learn about colour and texture, and to extend their sensory experiences. Staff are aware of their roles and responsibilities, and group the children, to promote their learning. They provide the time and resources for a balanced range of activities to be offered, for example during energetic play and quiet times.

All staff participate in the planning and recording of children's achievements, which are based on observation and are reviewed regularly and are shared with parents. This aids staff to identify the next steps children will take, to progress in their development and to enhance their learning. Staff realistically match their expectations of children, to the age and to the progress children are likely to achieve. Staff are aware of the requirement to ensure all records are available for inspection, and are stored for a reasonable length of time.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints to Ofsted since the last inspection.

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 good.

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):

- ensure suitable hand washing and drying facilities are available for babies and toddlers
- ensure children have independent access to fresh drinking water
- ensure records of accidents remain confidential
- ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice
- ensure the complaints procedure is updated, to include the regulators new address

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):

- develop children's imagination and creative freedom during art activities

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