



Burnholme Day Nursery

Inspection report for early years provision

Unique Reference Number	321561
Inspection date	22 June 2006
Inspector	Diane Lynn Turner
Setting Address	Bad Bargain Lane, Burnholme, York, North Yorkshire, YO31 0GW
Telephone number	01904 411132
E-mail	
Registered person	Burnholme Community College (Day Nursery)
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 good. 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?

Burnholme Community Nursery was registered in 1992. It is run by a registered charity and has been based in its current premises since 2002. The nursery operates from one large open plan room, which incorporates a baby room and an area for the three to five-year-olds. It is situated within Burnholme Community College in York. The nursery is open each week day from 08.00 until 17.30 for 50 weeks of the year. All children have access to a secure, enclosed outdoor play area.

There are currently 57 children aged from eleven months to four-years-old on roll. Of these, 31 children receive funding for nursery education. Children come from the local community and surrounding areas. The nursery is currently supporting children with learning difficulties.

The nursery employs 11 members of staff. Of these, 10 hold appropriate early years qualifications. The nursery is a member of the local early years partnership, receives support from the local authority development workers and is working towards achieving a recognised quality assurance award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are kept healthy because they are cared for in an environment where staff follow effective procedures and practices in most of their daily routines. For example, they clean the tables thoroughly before and after meals using anti-bacterial products, ensure that the toilet areas are kept clean throughout the day and have an effective cleaning rota for toys and equipment. They wear disposable gloves when changing nappies and ensure they wash their hands afterwards. They do not, however, ensure that all areas of the nappy changing station are cleaned thoroughly and only one jar of nappy cream is provided for use with all the children. This poses a risk of cross infection.

Clear information about the nursery's policy for the care of sick children is included in the prospectus so parents are fully aware of when their child should not attend and the procedure staff will follow if their child becomes ill whilst at the nursery. Staff follow good procedures when dealing with any accidents. There is a high level of qualified first aiders who take prompt and appropriate action when accidents occur and information is clearly displayed to remind them of procedures, such as resuscitation.

Children learn the importance of good personal hygiene through daily routines. The older ones know, for example, that they need to wash their hands before eating and after toileting to help prevent germs that might make them ill. They are all encouraged to clean their teeth after lunch and again the older ones have a good understanding of why it is important to do so in order to prevent decay.

Children benefit from a healthy diet. They enjoy varied, nutritious meals and snacks, which comply with all special dietary requirements to ensure they remain healthy. Food is freshly prepared on site in the school kitchen and staff from both provisions work closely together to ensure the children are offered a balance diet, which includes fresh fruit and vegetables. Staff work closely with parents during the weaning stage when new foods are introduced. Drinking water is made readily available in all areas. For example, the toddlers and older children are able to help themselves to water bottles throughout the session as and when they become thirsty. This system works well with the oldest children but is not effective with the younger ones as they are not helped to identify their individual water bottle. As a result they

drink out of each other's bottle, which poses a risk of cross infection.

High priority is given to fostering the children's physical development. All children are encouraged to join in with music and movement activities indoors and they have access to the extremely well equipped and stimulating outdoor area each day. Staff effectively help the youngest children to develop their skills as they encourage them to use equipment, such as the tunnel, small climbing frame and wheeled toys. The three and four-year-olds are developing good physical skills. They move around confidently and with control and learn to move well in a variety of ways. For example, they carefully negotiate a pathway as they run and chase each other and show good control as they march whilst playing musical instruments. They show good balancing skills as they walk along the balance beams and they are able to hop, skip and jump. All children are able to rest according to their needs. For example, staff follow the youngest children's sleep patterns as discussed with their parents and the older ones are able to sit quietly as and when they want. They have a good understanding of the effect that exercise has on their bodies and show great interest as they discover the difference in the way their heart beats when they take part in physical activities and when they rest.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very safe, secure and welcoming environment. The play room is adorned with colourful displays, interest tables and mobiles, which include examples of the children's work. This shows their efforts are valued and appreciated and provides them with a rich and stimulating learning environment. Staff carefully monitor all callers to the nursery and there are effective entry systems to ensure the children are well protected.

Children's risk of accidental injury is minimised effectively. Staff are vigilant and use thorough risk assessments to reduce potential hazards. For example, they carry out daily checks on all areas and regularly review the accident book to see if there is a pattern of accidents and how these might be prevented in the future. They follow good practices in their daily routines and have a good understanding of how to achieve a balance between freedom and setting safe limits. They skilfully explain safe practices to the children, for example why they need to use furniture, such as chairs, correctly when they sit at the table and why they need to help to tidy the toys away after use to prevent trips and falls. They encourage them to learn about road safety as they use associated equipment in the outdoor area and explain why they must walk in twos, hold their partner's hand and look for traffic as they go for walks in the school grounds. Staff do not, however, ensure the children practise the nursery's emergency evacuation procedures on a consistently regular basis to ensure the children continue to know what to do in the event of a fire.

Children use an excellent range of very well maintained toys and resources both indoors and outside. These are appropriate to their age and stage of development and are well organised in child-height furniture to encourage independent access. Resources are used well by the staff to support the children's play and learning. For

example, babies are able to explore the contents of a number of treasure baskets to help them learn about different textures. A range of unusual objects are available for the children to explore in the outdoor area, such as saucepans, and the children take great pride in helping to make their own resources, which they use alongside manufactured toys. For example, they make model houses from boxes and compile books about their activities in the garden and the different shapes they have been learning about.

Children are well protected by staff who have a clear understanding of the nursery's policies and procedures in regard to protecting children from possible abuse. They all attend training in child protection and demonstrate a good understanding of the possible indicators of abuse. They are fully aware of their responsibilities and know what to do if they have concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children in all age groups are confident and display good self-esteem. They arrive very happy and eager to participate and those who are new to the nursery or a little unsure are helped to settle by staff who are sensitive towards their individual needs. Babies and children under two-years-old make good progress because they develop strong bonds with key members of staff and benefit from routines which are consistent with their experiences at home. They enjoy a range of activities that are well planned using the Birth to three matters framework. These include opportunities to learn about the textures of both natural and man made materials. For example, they become fully immersed as they explore objects in the treasure baskets, including fabric, metal and wood. They have very good opportunities to experience a range of textures as they play with both wet and dry pasta, cereal, sand, paint and 'gloop'. They respond to colours and sounds of manufactured toys with delight and have very good support to develop their early communication skills as the staff enthusiastically respond to their sounds during play.

Children between the ages of two and three-years-old are extremely confident in their relationships with the staff. They play happily together and with adults as they delight in using resources such as jigsaws, small world toys and the outdoor equipment. Staff's developing knowledge of the Birth to three matters framework provides them with a varied range of experiences, which enables them to make sense of the world and express their ideas. For example, they explore paint as they learn to use brushes and sponges to make prints. They learn to follow the daily routines, such as finding their name before they access their snack, and they enthusiastically join in with musical activities such as singing, stories and rhymes. They benefit greatly from the family environment as they mix freely with the older children and follow their example.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a good understanding of the Foundation Stage curriculum and offer a good balance of adult and child-led activities, which allows the children to learn at their own pace and make good progress towards the Early Learning goals. Activities are, on the whole, well planned

and presented and cover most aspects of the six areas of learning. The one exception to this is that staff do not always use their everyday routines to promote the children's number skills and help them develop their understanding of simple calculation. Staff have excellent relationships with the children and use questioning successfully to challenge their thinking and language skills. They support the less able children well during focused activities but they do not always challenge the more able ones at these times, particularly during physical activities. Very good systems are in place to record the children's progress and development. These include staff's observations of the children's responses to activities, examples of their work and photographs. Together these provide a very detailed and informative record of the children's time at the nursery.

Both the three and four-year-olds are highly involved in the activities offered. They are eager to learn, self-assured in their play and confident to try new experiences. For example, they become fully immersed as they make their own jigsaw as part of their topic on houses. They listen attentively to stories and relate to what they have learnt. For example, they recreate patterns similar to those depicted in the 'Old Bear' story as they design their own wallpaper. They demonstrate good language skills as they talk about events in their lives and enthusiastically explain what they are doing during activities. They all recognise their own name as they identify their coat peg and collect their name card at snack time. They use mark making in a number of ways to support their play. For example, they write shopping lists as they play in the home corner, help to write the signs to put up in their decorating shop and many of the four-year-olds routinely write their own name on their work. Overall, they behave well and demonstrate a clear awareness of the boundaries within the nursery. For example, they know why they need to help at tidy up time. However, some of the three-year-olds do not always follow the codes for working within the group as staff are not always consistent in following through what they have asked these children to do.

Children demonstrate very good levels of imagination. They make sense of the world around them as they use role-play resources to act out both real and imagined experiences. For example, they make good use of the home corner as they use play food to make meals and act out going on a picnic. They are highly interested in nature and living things. For example, they carefully observe the plants they are growing in the garden, such as strawberries and courgettes. They enthusiastically look to see if these are ready to eat, and when they find they are not, they knowledgeably explain that the plants need more rain and sunshine to make them grow. They are very familiar with using technology. They operate the computer with confidence as they complete various programmes and use the cassette players to listen to stories. They demonstrate good design skills as they make models of houses from both manufactured resources and recyclable materials, such as lego and empty boxes.

Children are very interested in numbers. For example, they join in enthusiastically with number rhymes, such as 'no more biscuits in the biscuit tin', and confidently write their chosen number on the door as they make books in the shape of a house. They show a good understanding of size and shape. For example, they identify that some shoes in the home corner are too small for certain people to wear and correctly name a good number of shapes as they look at the book they have helped to make relating

to this. They demonstrate good counting skills as they count accurately in excess of 10. They do not, however, regularly use their counting skills or simple calculation for meaning during everyday activities. Their physical skills are developing very well. For example, they use large equipment such as balance beams with increasing control as they carefully walk along these. They use a range of cutlery correctly at lunchtime; use mark making resources, such as brushes and pencils, with good control as they paint pictures and write their names; and they competently use scissors. The physical skills of the more able children, however, are not always challenged sufficiently by the staff in order to help them develop and extend these further.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the nursery. Staff value each child's individuality and meet their needs well. Children's behaviour is good overall and a calm atmosphere is evident throughout the nursery. Staff support the youngest ones very well in sharing and turn taking and on the whole have high expectations and set consistent boundaries for the three to five-year-olds. This helps the children to negotiate with others and take responsibility for their own behaviour. As a result, they help each other to complete activities, such as jigsaws, wait patiently for their turn as they use the equipment in the outdoor area and take on responsibility. For example, they readily help at tidy up time, carefully placing the toys and equipment in the correct boxes.

Children have good opportunities to learn about the wider world and their local environment through a range of activities. For example, they learn about festivals from around the world, such as the Chinese New Year and Diwali, when as part of their celebrations they learn how to make a stir fry, a model of a dragon and clay lamps. They go for walks in the school grounds, visit the library and show fascination when, as part of their project on houses, they observe workmen laying bricks at a nearby house. They take part in fund raising events for a variety of charities and have very good links with both the secondary school, whose building the nursery is housed in, and the nearby primary school. This positive approach fosters children's spiritual, moral, social and cultural development.

All children benefit from the positive partnership staff have developed with their parents. Babies settle well because staff work closely with their parents to ensure they follow their home routine. Staff share important information about the children's care needs and the activities that they have been involved in each day. For example, they make themselves readily available to talk to the parents and provide written information through the daily sheet they complete for the youngest children. The partnership with parents of the children who receive nursery education is good. Staff provide the parents with clear written information about the Foundation stage and how their child is progressing and developing. Regular newsletters keep them well informed about forthcoming events and information about the current topic is displayed so parents can encourage their child to bring in objects relating to this. Parents are keen to express their satisfaction with the service. They speak highly of the nursery, the staff and the care provided.

Organisation

The organisation is satisfactory.

The children's care needs are met very well and the leadership and management of the nursery education is satisfactory. The premises are well organised with indoor and outdoor space laid out to maximise play opportunities for the children. Activities on the whole are well planned and presented. However, the activities for the funded children do not always provide sufficient challenge for the more able and the opportunities for the children to use number operations, such as counting and simple calculation, are limited. All legally required documentation which contributes to the children's health, safety and well-being is in place. This is well organised and stored securely but records are sometimes not completed in ink to ensure a permanent record is kept.

Children benefit from good levels of qualified and experienced staff, many of whom have been at the nursery for a number of years. They are very enthusiastic and work well together as a team. There are comprehensive policies and procedures that are implemented consistently in all areas. The one exception to this is that staff do not ensure the emergency evacuation procedures are practised on a consistently regular basis. Staff show a commitment to improvement and development. They regularly attend training courses and reflect, monitor and improve the quality of the care and education through staff meetings, and by working towards a recognised quality assurance award. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection it was recommended that the nursery improve the documentation, the safety and the organisation of activities for children under two-years-old.

The nursery has successfully implemented all these recommendations. Children's arrival and departure times are now recorded on the attendance registers, a policy has been devised to show the procedure which would be followed in the event of a child being lost from the nursery premises and the complaints procedure now includes the contact details for Ofsted. Parents are now asked to sign the records of any medication administered to their child, risk assessments are carried out on a regular basis to identify and minimise any hazards and staff now use the Birth to three matters framework to effectively help them in planning activities for children under two-years-old. The improvements have added significantly to the children's safety, learning and well-being.

At the last education inspection it was recommended that the nursery improve the consistency of staff questioning; organise training in the Foundation Stage to improve staff's knowledge of how children learn; and implement a system for monitoring and evaluating their teaching. In addition the nursery was asked to develop the short-term plans to show the intended learning outcome and provide more opportunities for the children to develop their physical skills and learn about quantity. They were also

asked to update the assessments system to ensure this is closely based on observations of the children's learning.

The nursery has successfully implemented all of these recommendations. Staff now ensure they use open-ended questions to challenge the children's thinking and language skills; and the assessment system has been reviewed and amended to help staff develop their understanding of the Foundation Stage and the stepping stones that lead to the Early Learning goals. Children now have access to physical activities each day, both indoors and outside, including focused activities planned around specific skills, such as using balls and balance equipment. They are now regularly offered activities, such as baking, to help them develop their understanding of quantity and staff now evaluate all focused activities and record the children's individual responses to these. These observations are then used effectively to help them plan for the next steps in the children's learning.

Complaints since the last inspection

There are no complaints to report.

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 good. 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 the nappy changing station is maintained in a clean condition and that appropriate arrangements are in place to prevent cross infection when nappy cream is used
- ensure effective arrangements are in place regarding the younger children's access to drinking water
- ensure the emergency evacuation procedure is practised on a consistently regular basis to ensure the children continue to know what to do in the event

of a fire.

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):

- improve the planning of focused activities to ensure these provide challenge for the more able children
- provide more opportunities for the children to use number and simple calculation in a meaningful way during everyday routines
- ensure the behaviour of all three-year-olds is managed in a consistent manner by all staff.

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