



Braybrook Nursery NNI

Inspection report for early years provision

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Inspection date	13 November 2006
Inspector	Denise May Smith
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Registered person	Braybrook Nursery Management Committee
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Braybrook Nursery opened in 2004 as a Sure Start Neighbourhood Nursery Initiative. In 2005 the nursery became the full day-care provision, linked to the Orton Children's Centre, also known as the Jigsaw centre, in nearby Herlington to the south of Peterborough city centre. The Jigsaw centre has other linked groups such as, Herlington Pre-school, a crèche to support parents and carers attending the centre; and a variety of courses and drop-in support groups for parents, carers and their families. The centre supports the differing needs of the parent's in the local community.

Braybrook nursery is open from 08.00 to 18.00 each weekday, throughout the year, with the exception of Bank Holidays. Children can attend for a variety of sessions. The nursery is housed in Braybrook School with outdoor play areas provided for the children. There are currently 55 children aged from three weeks up to five years on roll in the day nursery; 19 of these receive

free early education. The setting welcomes children with learning difficulties or disabilities and those with English as an additional language.

A committee comprising of the children's centre manager, the head teacher of the school and a core group of school governors oversees the operations of the nursery, including the management of the budget. A nursery manager is in place. She is supported by a team which includes a part-time qualified teacher, the children's centre manager and a childcare adviser. There are 15 staff who work with the children in the day nursery. Over half the staff have early years qualifications to level 2 or 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop their interest in physical activities as they play active games indoors and outside, all year around. They play outside each day in a well prepared environment where they have good access to stimulating and challenging resources and equipment. They enjoy playing chase on wheeled vehicles, along with the staff who readily support their games, and are able to climb, slide, balance and bounce ending up breathless and rosy cheeked. If the weather is too poor, alternative arrangements are made indoors using different size parachutes or by encouraging children with dance and movement to music. This has a positive impact on developing children's attitudes to physical exercise.

Children generally learn the importance of good hygiene through consistent, daily activities. Nappy changing procedures effectively meet children's needs and staff take care to interact with the children, making this routine a positive experience. Staff act as good role models by washing their own hands and cleaning the tables before and after meals. Children's health and welfare is promoted well because there are good systems in place to record accidents and any medication administered. Children receive appropriate treatment if they have an accident as all staff hold up-to-date first aid training and the first aid box is regularly checked to ensure it is suitable to meet their needs. Emergency telephone numbers are easily accessible in case parents need to be contacted.

Babies are nurtured as they are given their bottles and appropriate food provided according to their age and stage of development. Toddlers enjoy free access to a water fountain and are given a good range of snacks and meals throughout the day. Children in the pre-school room enjoy a rolling snack time where they are given free access to a choice of fruit, milk or water all day. They enjoy choosing what they would like to eat and independently pour their drinks as required. However, on the first day of the inspection children were sitting at activity tables or any convenient seat to have their snack placing food and drinks amongst the toys and work. Children were also observed to carry on eating as they walked to the bin to throw their unwanted food away. This is not hygienic or safe. On day two of the inspection a base table for snacks was in place consequently children are now able to eat and drink sitting at a clean table without spoiling the books or art-work. Children enjoy the school meals provided or parents may provide a healthy packed lunch if preferred ensuring children are well nourished.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in a clean and well-maintained environment, making it welcoming to the children and their parents. Good organisation of the furniture and resources means that children move around safely and freely. Children are encouraged to tidy up and clear away so that the floor is free from hazards. Equipment used by the children is safe and plentiful and appropriate for their age and stage of development. Children are able to independently access the resources as each room is organised to promote children's ability to make choices from well labelled toy racks. All children benefit from access to the secure outdoor area.

Risk assessments and daily checks ensure the suitability of the premises. Staff are pro-active in preventing accidents, such as keeping any hot drinks in the kitchen or staff area. Fire evacuations are practised in line with the school drills, which enables children to learn about keeping themselves safe and become familiar with school routines. Staff are vigilant and implement good security procedures, such as ensuring any adults collecting children are known to staff. Children enjoy outings in safety as staff implement sound procedures, such as carrying a mobile phone, a first aid kit and emergency contact details.

Children's welfare is promoted. Staff have a good understanding of the local child protection procedures and are pro-active in organising and attending appropriate training to update their knowledge. Parents are well informed about the setting's responsibilities through an appropriate policy.

Helping children achieve well and enjoy what they do

The provision is good.

All children quickly settle at the nursery and enjoy the security of having their own base rooms, where they make themselves very much at home. Children have opportunities to meet with different age groups as they access the garden on a daily basis. Children throughout the nursery learn from first hand experiences, they are encouraged to use all of their senses as they touch, feel and taste developing their desire to explore. Art, craft and messy play is a strength which runs through all of the rooms. Children thoroughly enjoy playing with cold spaghetti, jelly and a diverse range of materials. This type of play, apart from being fun, helps children who dislike being messy overcome their fears. Staff interact well with the babies, they use the 'Birth to three matters' framework to assess the needs of the children and build their weekly planning according to these needs. Babies enjoy sitting in a ball pool playing with the coloured balls. More mobile children cruise around the furniture and enjoy digging in the sand. Treasure baskets are used to introduce natural materials to the children and staff ensure they talk to the children, responding to their smiles and babbles. Toddlers are equally well supported by staff who are confident in their use of the same framework. They encourage children to talk and make choices during routine activities such as, when they select which fruit they would like for their snack. The children enjoy stories, which are read in interesting ways designed to capture their imaginations. They gleefully giggle and jump as staff imitate the frog in the story making it croak at them.

Staff are skilled at getting involved with the children's play when appropriate, offering support and care where needed. Children in all rooms are comfortable to approach staff, climb on their laps and share a cuddle, their news or a story as they wish. All children are able to identify with a key-person who coordinates their care and learning.

Nursery education

The quality of teaching and learning is satisfactory.

Staff working with funded children are either qualified, working towards a qualification or are planning to begin child-care training next year. Some have attended specific training in the Foundation Stage. The range of activities is broad and balanced and provides children with fun opportunities. Key-staff know their children well. Staff carefully assess their children's achievements and use these to plan the following weeks activities based on children's likes and interests. However, the planning does not show how the rest of the staff team can support and extend these activities to meet their differing needs. The focused activity plan is not displayed. As a result staff miss some opportunities when supporting this activity and the associated learning intention. Other opportunities are missed during general activities and during daily routines to extend children's learning, such as explaining why children should wash their hands after using the toilet, and why they are clearing away the toys. Staff are aware that they need to develop their planning and teaching methods to underpin the children's learning.

Some children use numbers in their play as they count the wooden bricks to build a tower, some are able to associate numbers to numerals and others can count forward and backwards when singing number rhymes. One child who had a birthday was able to explain that yesterday she was three, but today she is four.

Children use language in their general play and to identify to staff their needs and wishes. Staff talk to the children, and extend their language by using appropriate questioning skills. However, opportunities are missed to mirror words, repeat and reflect what children are saying when language is not clear. Children have very good opportunities to develop a love of books. They freely access books, sit together telling each other stories, repeatedly request staff to read book after book to them and enjoy that small group experience. Books are also used for reference to support learning, such as a project on hibernation, and also to underpin staff's knowledge. Staff have developed a system where children may select a book with their parents to take home to share. Children mark-make across most activities. Staff label their work, but children are not encouraged to attempt this for themselves as their emergent writing and interest in mark-making develops. The pre-school is a word rich environment, where children have lots of opportunities to see the written word in various formats. This helps to develop their understanding that print carries meaning.

Children use a wide range of materials and tools to help them to express their creativity and confidently help themselves to these when playing. Children enjoyed wrapping up toys around the room, using tape to join the paper and stating they need a 'big' piece of paper so they can wrap up a motorbike. Children are able to be creative, expressing their ideas through dance art, music and role-play. A child made an ice-cream for a member of staff, when she said it had melted, 'what should she do'? The child said 'put it in the fridge'. Later, she announced it was

ready and took it out of the role-play fridge. Another child enjoyed dressing up as the incredible hulk, running off his excess energy in the garden.

Children have access to technology throughout their play. Keyboards support role-play and children work out how to turn on the CD player when they wish to listen to music. Children are able to go out on visits into the community are beginning to make sense of the world around them and develop a sense of place. Children routinely use a wide-range of resources which reflect our diverse society and the differing cultures within it. They take part in familiar traditional festivals if appropriate, such as joining in with the school's individual Christmas videos, and also celebrate other major festivals as they arrive.

Helping children make a positive contribution

The provision is satisfactory.

Children and parents across the nursery receive a warm welcome as they arrive at the setting and children enjoy affectionate relationships with staff and each other. They benefit from using a wide range of toys and activities that meet their individual needs. Children are able to select and make choices throughout the day because they can self-select these resources and staff support their choices appropriately. Children with disabilities or learning difficulties are very well supported by experienced, trained and committed staff, who are dedicated to ensuring their needs are met. Staff ensure that good support is provided for the children from outside agencies as required.

Children take part in activities that help them develop a positive view of their local community and the wider world. Resources and activities support children's understanding of difference and diversity. Children play harmoniously together and show kindness and consideration towards each other, for example, they share resources in the home corner, help each other with their coats and work together to build with large bricks. However, some more challenging behaviour goes unchallenged, which affects the rest of the group and is not helping these children learn acceptable boundaries. Children across the nursery are cared for by staff who are polite, encourage good manners and are very positive with the children developing their self-esteem.

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

Children have their needs met because staff and parents work together. Appropriate information is sought from parents to ensure individual care is offered. Key-workers liaise with parents and develop relationships with them ensuring children are well cared for. Settling in procedures are flexible to reflect the needs of the child. Good information is displayed for parents about the running of the group and a comprehensive policy folder is set out for parents to read. However, the complaints policy has not been updated in line with the current procedures.

The partnership with the parents or carers of children who receive nursery education is good.

Newsletters are sent home to inform parents of the current areas of learning, and basic plans are displayed. Parents receive information about the Foundation Stage, the early learning goals and the stepping stones children take to achieve them. Parents' consultations are offered to discuss children's progress and to discuss their needs and parents are encouraged to look at,

take home and contribute to their children's records of achievements so that they are actively involved in their children's learning.

Organisation

The organisation is good.

The nursery provides full-day care provision for babies from three-weeks-old until five years. It is a linked site of the newly opened Orton Children's Centre. The links between the sites are in their infancy but are gradually becoming more established. The good organisation of the nursery ensures that the children in each base room are cared for by key staff; they are able to identify and meet the care needs of the children effectively. Staff are keen to attend training to improve their knowledge and skills and genuinely enjoy working with the children. Staff ensure that the resources and activities provided are age appropriate, are fun and well-paced. This has a positive impact on children's development.

There is an effective system of staff appraisals in place which are linked to the training needs of the staff together with the needs of the nursery. As a result areas for professional development, such as attending training relating to child protection are identified and staff booked onto appropriate courses as they become available. Documentation is well maintained. Clear, well written policies and procedures, which are mostly up to date, are effectively used throughout the nursery to underpin the good routines in place and promote children's well-being. Overall the needs of the range of children are met.

The leadership and management of the nursery education is satisfactory.

There are systems in place to ensure that good staff ratios are maintained at all times. Staff are deployed well between the rooms, although sometimes staff within the rooms do not support key activities appropriately. The manager is responsible for overseeing the care offered to all of the children and the education of the pre-school children. She effectively manages the implementation of the 'Birth to three' matters framework in the baby and toddler rooms and the general care in all of the rooms. Parents have been invited to complete questionnaires, and all staff are involved in the self-evaluation of the care offered. However, she has a less clear oversight of the pre-school education. Although this is a sound area, it is less well established than good quality of care offered within the provision. The management committee is responsible for the nursery. The majority of the support provided is through the sure-start element of this committee, as a line manager she visits the nursery and offered guidance and support where necessary.

Improvements since the last inspection

At the last inspection the management committee agreed to, consider how to improve the sleeping arrangement of the older children in the baby room. They now have a designated area where they can sleep in comfort without being disturbed. They also agreed to, ensure meals are nutritionally balanced and provide children with greater variety. The school meals service has recently seen many changes and the range and variety of the meals has improved. Children also have many opportunities to eat healthy snacks during the day. Overall the provision has taken action and improved the quality of what is provided for the children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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 that the complaints procedure and policy is in line with the National Standards
- further develop the system for the rolling snack bar to ensure children have a place to sit to eat their fruit where the table is clean and hygienic and, if appropriate, can be supported by a member of staff to help children develop their social skills.

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 systems so that all staff are aware of the next steps for the children so that they can support the planned activities appropriately
- ensure that staff make use of routine opportunities to extend children's learning to explain why children perform tasks such as, why they need to wash their hands before eating. Encourage children to mark-make for a purpose such as, encouraging them with emergent writing to label their own work and ensure opportunities to introduce basic mathematic skills are taken in routine play.
- ensure that the deployment of staff is organised so that children's individual needs are met effectively, with particular regard to large group times and the support provided for children with more challenging behaviour.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk