



Budehaven Day Nursery

Inspection report for early years provision

Unique Reference Number	103151
Inspection date	06 September 2006
Inspector	Sara Jane Frost
Setting Address	Budehaven Community School, Valley Road, Bude, Cornwall, EX23 8DQ
Telephone number	01288 356784
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Registered person	Budehaven Day Nursery Ltd.
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Budehaven Day Nursery opened in September 1993. The nursery is run by a committee and operates from an 'Elliot Hut' within the Bude Sports College grounds. A maximum of 16 children may attend the nursery at any one time. It is open from 08:30 until 17:30 every weekday apart from bank holidays and two weeks at Christmas. All children have access to a secure outdoor play area.

There are currently 144 children aged from three months to five years on roll. Of these, 11 receive funding for early years education. The nursery supports children with learning difficulties and/or disabilities.

The nursery employs six members of staff, two part time and four full time all of whom hold relevant childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well by staffs' excellent approach to hygiene. For example, all staff wear suitable protective clothing, such as aprons and gloves. Wet and soiled nappies are disposed of appropriately. Tables are cleaned after activities. Older children independently use the toilet understanding why they need to wash their hands afterwards. Some younger children need reminding of this practice. All this helps to reduce the risk of spreading infection.

Sick children are appropriately cared for. Parents are contacted and asked to collect them. Children with infectious illnesses are excluded which reduces this risk of cross infection. Medication is given according to parents signed consents and records kept. This ensures children's welfare is well supported.

Meal times are sociable occasions where children sit together talking. This promotes their social skills. Older children use china plates and mugs, encouraging them to take care of other people's property and giving them some responsibility. Children enjoy healthy food provided by parents, this is complemented by a choice of breadsticks or biscuits provided by the setting. Children receive routine drinks and ask for more if required. This helps to ensure their fluid levels are maintained.

Children benefit from regular exercise and fresh air. They have good opportunities to take the classroom activities into the garden and enjoy a different concept of space. They engage in activities such as bat and ball, hoops, ride on toys and climbing frame, thus prompting their large muscle control and hand and eye co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enter a welcoming environment where their work is displayed and activities are set out in readiness for them. This shows they are valued. Children have access to a good range of safe, and suitable equipment, which is regularly changed throughout the day.

Children's risk of accidental injury is minimised. Staff have a sound knowledge of safety issues both in and outside the setting. Risk assessments are undertaken and daily check lists are maintained. However, these are not always effective as electrical sockets are sometimes accessible to children. Fire drills are conducted and recorded. The organisation of these is not effective in ensuring all children who attend are regularly involved in the evacuation process. Consequently, all children are not fully aware of the procedure to follow in the event of a real emergency.

Visitors cannot gain access without staff knowledge. A book is maintained which effectively shows who is on the premises at anyone time. Staff are alerted to anyone leaving the premises by a warning system in place on the front door. This helps to provide a safe environment for children.

Children's welfare is promoted as staff have a sound knowledge of what constitutes a child protection issue. They are unsure of their responsibilities around reporting it. However, they have clear guidance to refer to if needed and children remain safe.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff have a good understanding of child development. They use Birth to three matters when planning activities for younger children. Children under two years have an area, away from older children which they use for quieter play. All children have lots of opportunities to mix and play together, there by providing older children with the opportunity to show responsibility and care for others. Younger children also benefit from this arrangement as they learn from the older children. However, children are not always grouped effectively especially during some story times. Younger children become disinterested when stories are mainly for the older age group.

Children within the setting are confident, happy and talk freely to adults present. Staff interact well and are aware of developing children's mobility. For example, placing objects of interest far enough away that babies have to move and crawl to reach them.

Teaching and learning is satisfactory.

Staff have a good understanding of the Foundation Stage. For example, they know how children learn and what they are expected to gain from the activities. Planning covers all six areas of learning. There is a good balance of adult led and child initiated activities. At times staff develop play by bringing in new ideas, asking thought provoking questions, as well as allowing children to experiment with their own ideas. This extends children's language and knowledge. There are times for example, group story time, when the organisation of the mixed age group is not beneficial to the older children. This impacts on their learning especially when the purpose of the story is to familiarise the children with their imminent move to school. Assessments are in place but these are not effective enough in tracking children's true progress. For example, no assessments are undertaken with parents when children start at the setting and their individual targets are not identified in order to move them on to the next stage of development.

All children are welcomed into the setting. However, there is currently no staff member available who is trained in Special Educational Needs consequently, the setting is not proactive and staff show limited awareness in providing suitable educational support.

Strong emphasis is placed on children's personal, social and emotional development. They are confident, inquisitive and show a sense of humour. For example, children are able to joke with staff about their singing ability. Children are aware of their routines, showing responsibility to the young ones by explaining processes to them especially around snack time.

Older children are able to write and recognise their own names and are linking sounds to letters such as 'S' for summer. Various displays using words and numbers are available to children for reference. However, these are not always at a suitable height for children and are not

spontaneously referred to in order to initiate conversation. Children enjoy books and stories both independently and in groups.

Children are familiar with mathematical thinking during everyday routines such as counting in groups. Some children are able to calculate how many more chairs they need. However, this is not used during routine activities such as snack time. Children spontaneously use mathematical language such as 'big', 'in front of' and 'beside' during everyday play.

Children enjoy growing their own plants and they are learning about their local environment through planned activities such as the beach and the library. Future planning indicates visits from the local community such as the police and fire brigade. Children are very adept at using programmable toys for example, they enjoy recording and listening to their own voices. Children show interest in the computer and mouse. However, they become disappointed when they realise it is broken and cannot be used.

Children make good use of resources available such as various glues and sticking tape when creating their 3D junk models. They talk about different textures such as 'bumpy' and 'smooth' when using a rolling pin to form different shapes with play dough. Children enjoy musical instruments and joining in familiar action songs such as 'if you're happy and you know it' being able to respond to quiet and loud requests by staff.

Helping children make a positive contribution

The provision is satisfactory.

Children are happy and settled in the nursery. Their individual needs are well met by the staff. Children are shown respect by staff and consequently reciprocate this. They learn to respect each other through sharing and playing together. Children are developing an understanding of diversity and the wider community through a good range of small world toys, reference books, jigsaws and recognising various festivals.

Children with disabilities are welcomed into the setting. Although staff work hard and support some children well, they have limited knowledge of their responsibilities with regard to the Code of Practice for the Identification and Assessment of Special Educational Needs. This means that for some children especially those with a specific educational need, their needs are not being fully met.

Staff have a calm approach to children, identifying clear boundaries and providing good role models. As a result children's behaviour is very good. They are regularly heard saying 'please and thank you' when in conversation with adults and each other. Staff are consistent in their approach informing children of the consequences of their actions on others. Children know right from wrong, feel secure and are able to turn to staff for assistance in resolving possible issues of conflict.

Partnership with parents and carers is good. Clear information is gained from parents such as children's routines, likes and dislikes, which helps to ensure appropriate care is given. Parents receive good information about their child's day, their achievements and the setting. This is accomplished through daily discussions with staff, regular newsletters and a prospectus.

Information is displayed on the door in the entrance area for parents, showing the planned activities provided and the stepping stones they relate too. The setting takes account of parents and carers individual and specific requirements and goes out of their way to accommodate these. Children are encouraged to bring items in from home for discussion. This forges valuable links for the children between the two settings. The setting endeavours to gain parents views by way of a suggestion box. Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is satisfactory.

All staff hold appropriate qualifications including paediatric first aid. This helps to ensure children's safety. Staff are aware of their roles and responsibilities, working well together. A rota system is in place to assist this. Staff files are available detailing qualifications and suitability checks. Although there is no formal way such as staff appraisals, for checking the on going suitability of staff, the majority of the group is well established and has been working together for a number of years. The manager knows them well and is able to discuss issues on an informal basis to keep children safe. There are effective ways of managing staff and children's attendance to ensure ratio's and numbers are maintained for example children under two are marked with an asterisk on a sheet. An operational plan is used by staff as a reference point and all required documentation is in place and accessible when needed. This underpins the smooth running of the setting. The setting meets the needs of the range of children for whom it provides.

Leadership and management is satisfactory. The manager is aware of the strengths and weaknesses of the setting and staff and delegates accordingly. For example, young staff familiar with the education programme have responsibility for planning. Staff are supported in training such as, Birth to three matters. However, the manager lacks confidence in addressing possible contentious issues with staff. For example, by not undertaking formal appraisals in order to monitor and improve standards and practice.

Improvements since the last inspection

The last children act inspection recommended that the nursery should improve the staffs' knowledge and understanding of equal opportunities, including the implementation of an equal opportunities policy, shared with parents and provide children with a range of activities to promote positive images of disability and gender; ensure register shows times of arrival and departure of staff and children; monitor access to provision to keep children safe and maintain staff-child ratios at all times; provide an operational plan detailing activities, how children are grouped, staff deployment and key worker groups; provide a procedure for a lost or uncollected child, keep a record signed by parents of medicines administered to children and provide opportunities for parents to receive regular information on their child's progress and devise a system for planning and implementing a suitable range of activities.

The nursery has made significant improvements. By purchasing further resources, developing the planned programme and implementing their own equal opportunities policy, staff and childrens' awareness of diversity has been expanded. The development of the operational plan has provided a good reference point for staff and parents. The clear registration system for

both staff and children shows that ratios are being met. Processes have been introduced to ensure staff are aware of who is entering and leaving the building, thus providing a safe environment for children. Children's welfare is met as documentation has been developed to ensure medication administered to children is in agreement with parent and clear procedures are available for a lost or uncollected child. Parents receive daily verbal information about their child's progress. The setting also uses written daily diaries for parents with younger children thus ensuring parents are well informed of their child's day at the nursery. By staff accessing training in Birth to three matters and widening their knowledge of Nursery Education they have further developed their understanding and improved on the range of activities provided for all 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):

- develop staffs' knowledge and understanding with regards to Code of Practice of Special Educational Needs (also applies to nursery education)
- further develop staffs' knowledge and understanding of the process of referring child protection issues in line with current guidelines
- develop systems to implement staff appraisals and to include assessing staffs' on going suitability to work with children
- ensure risk assessments are thoroughly conducted within the building to address hazards to children such as socket covers and develop fire evacuation practices.

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):

- further develop children's assessment to move them on to the next steps of learning
- ensure the presence of the younger children does not have a detrimental effect on the older children particularly during story time.

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