



Baby Bibury 2

Inspection report for early years provision

Unique Reference Number	EY252915
Inspection date	13 September 2006
Inspector	Deborah Page
Setting Address	Off Fortescue Road, Parkstone, Poole, Dorset, BH12 2LH
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Registered person	Susan Mary Barker
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?

Baby Bibury opened in January 2003. It is a privately owned nursery in Parkstone, Poole, and operates from a large hall in a quiet road close to local amenities. There are four playrooms, two of which are also used as sleep rooms. The nursery serves the local area.

Baby Bibury is registered for 30 children aged from three months to five years. There are currently 55 children on roll. Children attend for a variety of sessions. The nursery operates five days a week, 51 weeks in a year. It is open from 8:00 until 18:00 and children may attend mornings, afternoons or full day.

There are currently 10 staff including the manager, who work with the children. Of these seven have early years qualifications to NVQ level 2 or 3, with one staff member currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well as good policies and procedures are implemented by staff, for example, children are encouraged to wash their hands regularly including after using the toilet and before eating. Good nappy change procedures ensure children are protected from the spread of infection as, the changing mat is cleaned with anti bacterial solution between changes. Children know why they wash their hands, brush their teeth and exercise. They regularly clean their teeth after eating. Children are well protected from the sun with sun screen and hats that cover the back of the neck. A policy includes time restrictions that avoid the hottest parts of the day.

Children are well cared for if they have an accident. Accidents are dealt with promptly by first aiders and recorded for parents. Children's individual sleep patterns are respected and, clean sheets and their own comforters help children feel cosy and secure.

Children benefit from the healthy options provided at snack times. The choice of fruit includes apple, banana and pineapple. A drink of milk is also provided. Named cups of water are accessible at all times. A weekly menu of meals is displayed for parents and includes lasagne followed by fromage frais. Children know about nutritious foods as projects include healthy eating. They are protected from germs as staff attend food hygiene training and implement good practice, such as, making sure food handling areas are kept clean.

There are regular opportunities for all children to exercise and get fresh air. They exercise their larger muscles with the use of balancing beams, climbing frames, trikes, trampoline and playing with balls. Younger children feel secure and enjoy the trampoline, they smile and jump as staff support them and count.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children feel welcomed as they enter into a bright, cheerful environment with colourful posters, photos and creative work displayed in the rooms. Children are secure as the front door is kept locked and there is only a push button intercom entry. They have access to a wide variety of well maintained resources and equipment. Written risk assessments are carried out covering most aspects of the nursery. For example, a safety gate excludes children from the kitchen and this is kept closed at all times. Spillages are immediately dealt with to avoid accidents. Children are well supervised most of the time, however, at times older children are not adequately supervised in the garden. Children are safe in an emergency as fire procedures are displayed and there are regular fire drills. Staff are fully aware of procedures to ensure children are safe as they sleep. Children are regularly checked and the times are recorded. Children's learning is promoted as safety projects include how they can protect themselves. Staff are confident in most child protection issues. There is a child protection policy that is shared with parents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy in their activities and new children are well supported by staff. Children are beginning to form sound relationships as they greet each other when they arrive. They play and explore activities together. Children are involved in a wide selection of activities. However, at times older children are unable to fully access play opportunities. As a result they wait for long periods of time to take a turn at the computer. Children take a pride in their achievements and are keen to help in every day tasks.

Younger children take part in a wide range of appropriate activities. For example, they are captivated as they are given time to explore the objects in feely baskets. The staff are always close by to supervise and support them as they investigate. Staff use the Birth to three matters framework well. Activities are organised relating to the different aspects and to observe children's progress. They ensure the individual needs of younger children are met. Children are excited, they sway, clap and giggle as puppets are used to accompany familiar nursery rhymes. They wait in anticipation for the next rhyme. Children are given the opportunity to make marks as they chalk on the outdoor walls.

Nursery Education

The quality of teaching and learning is satisfactory. The person in charge has a clear understanding of the Foundation stage. She works along side other staff to plan activities linking in with the early learning goals. Some members of staff are less confident in the Foundation stage and, different teaching methods used to extend children's learning. Some activities are not extended for children, for example, there is no discussion about what they are doing. At times, the organisation of activities is not sufficiently thought through, or evaluated, to include planning for the less able children. For example, at times children are provided with scissors that do not cut. Observations are used to record children's individual progress. However, at times observations are not used to inform future planning of activities, to make sure individual needs are provided for. Most of the time staff interact well with children. Children behave well and they are regularly praised and encouraged by staff. Children have the opportunity to play on their own, in small groups and in larger groups, for planned activities. There is the opportunity for free play as well as structured play.

Children show curiosity and cannot wait to explore the soil container and play with bugs and other creatures. They are well supported as they relate the activity to their own experiences and exchange conversation. Some children show concern for others. One child trips over and their friend makes sure they have not hurt themselves. Children's social skills are developing. They are also beginning to show concern for themselves and make sure staff know about the things they do not like.

Children's vocabulary is gradually developing. They have opportunities to talk about the weather, colours and personal experiences. When asked about colours of a rainbow, children are able to include indigo. The more able children practice their emergent writing skills. They are encouraged to write their name. Some are able to distinguish different letters. Children are eager to join in an alphabet song. Children have the opportunity to draw shapes to represent a story about

space. They know what colours they want to use and look for the nearest shade. They are proud of their achievement and show the end product to others. Children sit and concentrate well as they listen to stories. Some children are keen to answer questions and make their own observations. They know how to look at books and turn pages correctly.

Children have some opportunities to count including number songs and rhymes, such as 'ten fat sausages.' Children are able to count how many are left in the pan. There are limited opportunities for counting in routine activities, such as counting children, cups and plates. Children have the opportunity to show an interest in shapes as they play with a shape puzzle and match similar shapes. Children have opportunities to construct with larger and smaller manmade materials.

Children's knowledge and understanding of the world is extended as some activities relate to topics of interest such as 'weather.' Children have the opportunity to show an interest in the world around them. They take a look at the weather and talk about different weather conditions. Some children choose to play with the water. Several surround the tray of water full with equipment. They are eager to explore, however, the organisation of equipment does not allow children to maximise the play opportunities. Children are unable to fully access the activity. After waiting a long time to access the computer some children are able to show confidence in using the mouse. A good variety of play people reflecting positive images of different cultures and abilities, stimulates conversation about significant events, relating to people familiar to the children.

Children begin to explore malleable materials such as dough. Children have opportunities to roll out the dough and make several worms. All different sizes. Their learning is not extended with appropriate questioning or discussion.

Children have opportunities to balance, ride trikes and climb. However, when outdoors the organisation of equipment restricts children's play opportunities. They find it is difficult to manoeuvre around all the equipment, so, they are unable to maximise the play opportunities.

Children have a good understanding of health awareness and know why they sleep, brush their teeth and wash their hands. Children show interest in wanting to cut and use one handed tools. Some children are confident in cutting, however, at times insufficient planning of resources does not allow children to progress in their learning. For example, some children are provided with scissors that do not cut.

Some children know what they want. One child requests that certain coloured beads are passed for them to create their planned pattern. "A red one, yellow one, and an orange one." A member of staff comments, "what a lovely pattern ." Some children are confident with their colours. Children are able to regularly experience music including musical instruments that are easily accessible. They dance and sing to action songs and music. The symbols of different weather conditions are pre-cut and most of the time children concentrate well as they colour in the pictures. Planning does not include opportunities for the more able children to create their own mobiles.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are well met as younger children settle in to a new room and staff respect their individual needs. They keep their comforters and when ready hand them to a member of staff. Children have equal access to equipment and activities that reflect positive images of different cultures and abilities. Children behave well and most of them know how to share and take turns. They are proud of their achievements and staff regularly praise and encourage them in their activities. Children show care for themselves and one another. They also remind each other of good manners, such as, saying thank you. Children's spiritual, moral, social and cultural development is fostered.

The special needs co-ordinator is aware of her responsibilities. There are currently no children with learning difficulties or disabilities attending. Procedures are in place to support children with specific needs.

Staff have a good relationships with parents and carers. There are regular informal discussions with key workers as children arrive and as they are collected. Parents and carers receive a written information sheet of care as they collect their child. Some parents and carers choose to telephone during the day to see how their child is settling in, and they are reassured by staff. Parents receive regular newsletters and the notice board is used to update them on nursery issues.

The partnership with parents and carers of children in receipt of funding for nursery education is good. Parents receive written information about the Foundation Stage Curriculum. Photographs of the children in their activities, relating to the areas of learning, are displayed for parents and carers. Starting points in children's learning are discussed with parents when they start and, parents and carers make written comments in the, 'All about me' document. They receive a written report on how their child is progressing. Parents and carers are kept informed of activities in regular newsletters. Parents are encouraged to share what they know about their child and share in the activities.

Organisation

The organisation is satisfactory.

Children benefit from most activities being adequately organised, however, at times older children must wait in larger groups to access resources. At times they are not able to fully access play activities to enable them to maximise play opportunities. Children are sufficiently safe as the owner follows recruitment and vetting procedures. Children's safety and well being is promoted as all required documentation is in place and available. Most of the time children are adequately supervised, however, at times the deployment of staff is not sufficient to minimise risk to children. The setting meets the needs of the range of children for whom they care.

The leadership and management is satisfactory. The owner has not played an active role in the nursery. The roles and responsibilities of the setting are delegated to the manager. She makes sure most procedures are followed to protect children and the staff. The staff work sufficiently well as a team and have regular informal staff meetings. The system to evaluate routines and activities is inconsistent. At times the information is not used to inform future planning and,

children are unable to progress. The manager and room leader adequately organises the education programme and, other staff are able to share their own ideas. However, some staff members are less confident with the Foundation Stage and different teaching methods. As a result, at times, children's learning is not adequately promoted.

Improvements since the last inspection

At the last inspection the provider agreed to develop a behaviour policy that includes the younger children and provide clear guidance for staff. The policy has now been updated to include younger children, therefore, staff and parents are clear how children are cared for.

The provider also agreed to ensure hygiene procedures are maintained during meal times. Staff are now clear in the hygiene procedures and have implemented good practice.

It was also agreed that the resources in the toddler room would be organised to create opportunities for children to make their own choices. As well as planned activities and resources children are now able to access equipment from low level storage to extend their play opportunities and provide freedom of choice.

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 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):

- review the organisation of activities to ensure that children are able to fully access them and maximise learning opportunities
- ensure children are appropriately supervised 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):

- develop an effective and consistent system for evaluating activities to enable children to progress in the areas of learning and to use the information to inform planning
- continue to develop staff's knowledge and understanding of the foundation stage curriculum and different teaching methods

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