



Braeside Day Nursery

Inspection report for early years provision

Unique Reference Number	139413
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Inspector	Julie Neal
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Registered person	Margaret Ashby
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?

Braeside Nursery is a privately owned Neighbourhood Nursery. It has been registered since the 1960s, but under its current ownership since 1988. It is situated in a quiet residential area in Paignton and occupies rooms attached to the owner's home. The nursery cares for babies and children up to five years old, who are accommodated in two separate units for babies and children under two years of age, and two- to five-year-olds. Children have access to enclosed play areas and there are toilet and kitchen facilities.

The nursery is open between 07.30 and 18.00 on Mondays to Fridays for 51 weeks of the year. It is registered to provide care for a maximum of 69 children. Overnight care is not provided. At present there are 43 children on roll, nine of whom are in receipt of nursery education funding. The nursery supports children with learning difficulties and/or disabilities. There are no children who have English as an additional language.

There are 10 members of staff working with children. Eight members of staff either have level 3 childcare qualifications or are qualified to level 2 and working towards level 3. The nursery also employs a cook who has relevant catering qualifications.

The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from the risk of illness and cross infection by the overall effective routines that are in place to maintain health and hygiene. Staff protect children by ensuring they wear gloves and aprons when attending to personal care, such as changing nappies. Children learn to be independent in managing personal hygiene such as washing hands, and staff facilitate this by ensuring that pump action soap and paper towels are easily accessible for them to use. Children are cared for in a suitably clean environment where the main cleaning tasks are done out of opening hours and so have no impact upon their care or playing environment. However, poor upkeep of cleaning records does not confirm that all areas are regularly cleaned and suitable for children's use.

Children's health is supported by the staff teams' good knowledge of their individual health issues. Documents supporting children's health such as accident and medicine records are clear and well maintained. These are shared with parents, who also receive supplementary information where appropriate. For example, guidance is given regarding symptoms of concussion to be aware of if children bump their heads. Most staff have current first aid certificates, further supporting the health and wellbeing of children.

Children enjoy a good range of well balanced meals and snacks. Cooked lunches and teas are provided and these are varied and robust, ensuring a plentiful and interesting diet. Individual dietary requirements are catered for well, for example, children who are vegetarians enjoy meals that are as varied as children who are non-vegetarian. Babies have their food prepared according to their individual needs. Snacks are healthy and provide children with a good variety of fresh fruit. Older children thoroughly enjoy the café style snack time where they choose when they will eat, they select from a variety of foods including fruits, cheese, and toast, and they help themselves to drinks. Drinks are easily accessible to children throughout the nursery and they generally help themselves when thirsty. Staff take care to prompt younger children to drink regularly to ensure they are not at risk of dehydration.

Children enjoy the health benefits of fresh air and exercise. They play outside in the garden each day and thoroughly enjoy games and activities that promote muscle development and physical co-ordination. For example, they use bikes and cars, they confidently use climbing apparatus, they wriggle through tunnels, they throw catch and kick balls, showing co-ordination and control.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from a welcoming and child friendly environment where space is organised effectively to meet the needs of all ages. Currently, children are grouped in two units according to age, and each area is equipped well to ensure that individual care needs are met. For instance, both units have rooms where children can rest safely and quietly when they are tired. There is also an enclosed garden that children use, and older children are able to move freely between indoors and outside because good organisation ensures they can do so safely.

There is a good range of resources available to children to use in their play. Staff organise these so that children can access them easily, and effective systems of checks ensure that they remain safe for children to use.

Children are kept safe and secure because access to the premises is strictly monitored. Staff are conscientious in conducting risk assessments of the nursery and of outings and ensure any concerns are logged appropriately. However, children's safety is compromised because identified actions to reduce hazards are not always carried out in a timely fashion. For example, a loose section of carpet in one area is potentially a risk to children as they may trip and hurt themselves. Staff have acted appropriately to find a temporary solution in order to keep children safe in the short term, however this was recorded in a risk assessment several weeks prior to inspection and has not been addressed permanently.

Staff have a sound knowledge of child protection issues, which further supports children's safety and wellbeing. All staff clearly understand the settings child protection procedures because this is part of the induction process, and some staff have undertaken external training to update their knowledge.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a good variety of activities in their play that encourage development in all areas. They are grouped according to age, and although topic themes are common throughout the nursery, staff working with different ages ensure that planned activities are suitable for each age group. For example, younger children are engaged and absorbed in bathing a baby doll, they identify different parts of the body and discuss how many eyes and ears 'the baby' has. This fits well with the broad topic of 'all about us'. Younger children are encouraged to explore and investigate using their senses, with babies and very young children thoroughly enjoying mixing and experiencing paint as they make hand prints. Staff have a good understanding of children's development and know the 'Birth to three matters' framework well. This is demonstrated by the good way that activities are adapted and extended to provide appropriate challenge for children under three years of age. For example, children really enjoy using giant building blocks with a member of staff. Very young children are supported well in learning how to connect pieces together and very good encouragement and praise means they persevere well. Older children taking part are learning well to identify different colours because they are asked to select bricks by colour. Younger children based in the two-to -five year olds unit have

a separate circle time which encourages their confidence in communicating in a group situation because they are not overwhelmed by older children.

Staff use their good understanding of 'Birth to three matters' well overall in their monitoring of individual children's development. Their observations are good and they link these effectively to the different components of the framework, and they confidently discuss the next steps in progress for individual children. Recent changes to processes of recording monitoring and assessment has resulted in some inconsistencies in record keeping.

Nursery Education

The quality of teaching and learning is satisfactory. Children make sound progress towards the early learning goals in all areas of learning.

Staff have suitable knowledge and understanding of the Foundation Stage curriculum, and overall this is implemented effectively to ensure that all children make progress towards the early learning goals. Staff are clear about the key learning intentions of activities and utilise their good knowledge of individual children to ensure that they are engaged and challenged appropriately. However some staff are less confident in their implementation of the curriculum, which results in some opportunities to extend children's learning informally being missed, and some art and craft activities being very adult directed. Recently introduced systems of planning ensure that children take part in a balance of activities across the six areas of learning, although written plans do not show where there are opportunities for extension of activities for more able children. Processes of observation are effective and staff generally record these well. However monitoring processes have been very recently implemented and there are inconsistencies in record keeping.

Children are making suitable progress towards the early learning goals in all areas of learning. They demonstrate high levels of confidence as they move between activities and make choices about where they want to play. They are kind and caring to each other, and older children are consistently helpful to younger children. Children are very confident communicators. They speak up well in group situations, such as at circle time where they demonstrate their good descriptive vocabulary as they discuss the weather. They show great enjoyment of stories and listen well, becoming involved and answering questions about the characters in the book. Children are proficient mark makers who enjoy activities such as painting their names with water when outside, and making intricate treasure maps. Most children can form identifiable letters and more able children confidently write their whole names. However, children are not consistently practising their writing skills in meaningful contexts. For example, they do not label their own work, and role play areas, such as the 'office', are not always equipped with writing materials.

Children are developing an awareness of mathematical concepts and their understanding of shape, size and measure is good. For example, children connect triangles together and identify as a diamond; they enjoy measuring the sunflowers and tomato plants they grow and identify those that are bigger and smaller. They count confidently and are developing recognition of numerals, for instance when selecting the date for the calendar at circle time. Children are

learning the basics of simple calculation but do not consistently practise what they learn because staff do not make the most of opportunities to develop this in informal, everyday contexts.

Children learn very well about aspects of the natural world. They grow flowers, fruit and vegetables in the garden. They enthusiastically explore outside using magnifying glasses, looking at twigs, leaves and insects, and animatedly discuss what they see. Children develop an understanding of time and place through activities such as the daily calendar and weatherboard, and they confidently talk about their families, their pets, and recent holidays. They confidently use the computer within the setting, however there are few opportunities for children to develop a wider understanding of everyday technology because resources are limited in this area. Children learn appropriately about the wider world and their own culture and community. Children use a variety of tools and equipment that promote hand-eye co-ordination, such as scissors, dough cutters, paint brushes and pencils. They are very proficient in the use of scissors because they can freely access them as needed.

Children thoroughly enjoy imaginative play and they make good use of dressing up clothes and role play equipment as they express their thoughts and ideas. They take part in interesting art and craft projects and show great enjoyment of these, although these can be very adult directed. For example, staff pre-cut sunflower petals for children despite their ability to use scissors well. However children also have access to a variety of media in which they can express their creativity without any pre-defined end product, and enjoy using pencils, crayons, paints, and 'cutting and sticking' their own designs. Children enjoy singing and confidently suggest favourite songs.

Helping children make a positive contribution

The provision is good.

Children are confident and relaxed in the setting. They demonstrate high levels of self esteem as they interact with each other and with adults because their individual needs are met well. Babies and very young children benefit from the care of a consistent group of staff so they are very familiar and comfortable with their carers and thus feel secure and happy. Staff have a good understanding of equal opportunities and inclusion which is demonstrated in the effective way they ensure the diverse needs of children and families are met. They have experience of caring for children for whom English is not the only home language and they work well with parents to ensure they can communicate effectively with them. Support for children with learning difficulties and disabilities is good because staff work well with parents and external agencies to ensure that individual needs are met.

Children are very well behaved throughout the setting. They show clear understanding of the simple ground rules that are based on respect and safety. The day is structured well to ensure that children are occupied and engaged and do not become bored, which supports good behaviour. Children enjoy being helpful and tidy toys away after use and clear their plates and cups away at snack time. They benefit from the good role models provided by staff, who are calm and positive in their interactions with children. Staff have a clear understanding of appropriate behaviour management because this is part of their induction process and some staff have done external training. For instance, they demonstrate this well in their understanding that very young children may become frustrated because they are unable to communicate what

they want. Staff respond by being very warm and affectionate and attending well to the needs of each child, thus ensuring that children feel secure.

Children's spiritual, moral, social and cultural development is fostered. Children learn to respect each other and to develop an awareness of the wider world. Their self esteem is good because staff praise and encourage them well and show that their efforts and achievements are valued.

Partnership with parents and carers is good. They receive good quality information about the setting, for example the prospectus includes information about the Foundation Stage, 'Birth to three matters', and where to gain information regarding key policies and procedures. This is supported by good use of notice boards and regular newsletters to keep them updated with information regarding current activities. Parents are encouraged to become involved in their children's learning through simple activities such as bringing items from home that link to topic areas. They are kept informed about children's progress towards the early learning goals through parents evenings. Settling in procedures are good and this means that parents feel confident leaving their children, and children feel secure. Staff ensure they are well informed about children's individual requirements and good liaison with parents ensures consistency of care.

Organisation

The organisation is satisfactory.

The provision meets the needs of the range of children for which they provide. There are appropriate procedures in place to ensure that staff working with children are suitable to do so. Staff have a clear understanding of the policies and procedures that underpin the care of children because these are covered in the induction programme. Children benefit from good staff ratios because the manager is supernumerary and so able to provide support as needed. Cleaning and maintenance of the setting is appropriately organised overall, in that there is no impact on numbers of staff working with children because these tasks take place when children are not present. However, care staff do not always know that cleaning has been done because checklists are not consistently completed; and there is no process to ensure that potential hazards identified in risk assessments are dealt with in a timely fashion. These issues have impact on the health and safety of children.

Staff make evaluations of what they do and seek to improve practice in order to benefit children. For example, they have comprehensively reviewed the recording processes that support the monitoring and assessment of children under three years of age. These are generally effective, however some staff are less confident in using these systems which results in inconsistencies in recording, for instance ensuring that areas for development are identified in written assessments. Regulatory documentation that supports children's care and wellbeing, such as registers, and medicine and accident records, are maintained well.

The leadership and management of the nursery education is satisfactory. The setting has comprehensively reviewed monitoring systems to ensure that children make progress towards the early learning goals. Overall these are suitable although further development is needed to ensure full effectiveness. For example, individual children's records are beginning to show where children are making progress, but do not consistently identify the next steps in learning and so are not yet used effectively in curriculum planning. Staff appraisals are used to identify

areas for development, and management ensure that staff are able to access training opportunities in order to improve skills. The setting has sought and received support from the local authority in improving processes of planning and assessment in order to improve the quality of nursery education for children.

Improvements since the last inspection

At the last inspection actions for improvement were raised because the provision did not meet the National Standards for the care of children under eight years of age. Actions were also set to improve the quality and standards of nursery education.

The care of children was compromised by ineffective systems to ensure that children are safe and secure, by staff's poor implementation of good hygiene practices, and by ineffective induction processes for new staff. These issues have all been addressed so that children are cared for safely and their wellbeing supported. The premises are safe and secure because access is restricted by use of a key pad and entry codes. All visitors are required to sign in. Staff demonstrate good hygiene practice, wearing gloves and aprons appropriately and ensuring they wash their hands, and, overall, processes to maintain a clean environment are appropriate. Induction systems in place ensure that staff have clear knowledge of the settings procedures and can implement these effectively in order to provide suitable care for children.

The quality of nursery education was compromised by ineffective planning which had impact upon the overall balance of children's learning across the Foundation Stage, the management and implementation of monitoring and assessment of children's progress, and staff confidence in delivering the Foundation Stage and implementing assessments. These areas have been addressed appropriately overall in order that children make progress in their learning. The setting has evaluated different methods of assessing children's progress towards the early learning goals and have a process in place that demonstrates overall effectiveness, although some areas are still under development. There is a suitable balance of learning opportunities across all the curriculum. Management within the setting has been pro-active in including staff in development of planning and assessment processes, and appraisal systems are used effectively to identify areas for staff development, thus increasing staff's confidence in their skills.

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 all potential hazards identified by staff in risk assessments are dealt with promptly in order to support the safety and wellbeing of children
- ensure that all documentation that supports children's health and wellbeing is consistently maintained, such as keeping cleaning checklists updated in all areas
- continue to develop use of the Birth to three matters framework in monitoring the progress of younger children, ensuring consistency in maintaining records and that the next steps in development for individual children are identified and used in planning.

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):

- continue to develop processes of monitoring children's progress towards the early learning goals and use these in planning the next steps in learning for individual children.
- ensure that children are consistently encouraged to practise what they learn in informal and everyday contexts, in particular provide opportunities to practise writing skills and simple calculation.
- develop opportunities and resources that encourage children to learn about simple technology

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