



Bridgewood Day Nursery

Inspection report for early years provision

Unique Reference Number	127045
Inspection date	15 November 2006
Inspector	Lesley Anne Cannon
Setting Address	429 Maidstone Road, Blue Bell Hill, Chatham, Kent, ME5 9RX
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Registered person	Jean-Paul George
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?

Bridgewood Day Nursery opened in 2001. It operates from four rooms in a house in Chatham and serves the local area.

There are currently 26 children from three months to five years on roll. This includes six funded three to four-year-olds. Children attend for a variety of sessions. Currently there are no children with special needs or who speak English as an additional language.

The group opens five days a week. Sessions are from 08:00 to 18:00.

There are seven staff working with the children, all hold a relevant child care qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

From an early age children learn the importance of personal hygiene through regular daily routines, such as cleaning their teeth after meals and washing their hands before eating.

Parents and the nursery work together to provide children with healthy meals that are served to them at regular times. There are effective storage and re-heating procedures in place for food provided by the parents, some staff have received training for this role. The nursery provides healthy snacks, such as apples, bananas and raisins, this helps provide the children with a balanced diet. This relationship helps promote children's individual dietary needs. Children in the preschool are able to access water at all times, helping to promote the need for regular fluids, however, the children's names are on the cup in an area that will harbour germs.

Children enjoy daily exercise in the garden where they have a range of climbing frames, slides, ride-ons and ball games. Children receive support when trying out new activities, such as throwing balls, bean bags or using balancing blocks. This helps children extend their physical skills and promotes a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, well organised environment. This enables them to move around and play safely, whilst having the opportunity to take risk and face new challenges in safe surroundings.

Children use appropriate size furniture and resources are stored in low units enabling children to make independent choices safely. There are sufficient cots that allow babies and children to rest and sleep in comfort and safety.

Thorough risk assessments are carried out through the year, with a daily one to ensure relevant precautions are still in place. Staff have a rota for cleaning and checking resources to ensure safety and prevent cross infection from those resources for the younger children. Children benefit from a good range of safety measures, for example, safety gates, secure entry system and an enclosed outdoor play area. Effective procedures are in place for the safe evacuation of the premises in the event of a fire. Children learn rules to keep themselves safe, for example, not running inside and pushing their chair in when they leave the table. Children's welfare is supported by the staff's understanding of child protection procedures and on going training. This information is also shared with parents which helps ensure they have an adequate understanding of the nursery's role in protecting children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children are settled and enjoy the activities available. Babies and toddlers have an appropriate range of activities for the children's age and stage of development. They enjoy looking at books encouraging communication between children and staff. Children separate happily from their parents as staff are available to help support the children and the parents. Each room has its own selection of books, puzzles, construction, and role play. There is also a large selection of resources that are shared in a central place but accessible. The children enjoy participating in music and action rhymes.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making progress as staff use their knowledge and understanding of the stepping stones to promote children's progress. They have short term and long term plans in place and the staff's flexibility enables them to adapt the programme to meet children's individual needs. Staff carry out observation of children's development and keep records, helping them to identify the next step for each child.

Children and staff form positive relationships and relate well to one another. There is a range of areas represented around the room, for example, creative, mark making, and role play. These areas are always resourced and ready for children to use, this encourages children to be independent. However, the majority of the time children work as a whole group, so do not have sufficient space and time to express themselves. Children listen well at story time and share in discussion; they also enjoy sharing books with their peers in the book corner. However, children are not encouraged to use letters and writing for a purpose linking letter's sounds and words together.

Children are developing mathematical concepts. They are confident at counting in a group situation and are developing their mathematical language through every day activities, such as big and small or full and empty. A selection of activities are made available in the maths area, however, it is not user friendly so children do not attempt to use this area alone to consolidate their learning.

Children enjoy daily outdoor activities and are encouraged to develop their spatial awareness when riding bikes and playing games together. There is a good range of static equipment, such as a climbing frame and slide. Staff also take extra resources, such as giant balancing equipment and a parachute or small balls and bean bags. This enables children to practise their physical and coordination skills.

Helping children make a positive contribution

The provision is good.

All children are valued as individuals and their individual needs are met as the staff use the information gathered from parents at initial starting meetings and continue to supplement this through daily contact books. This helps staff maintain continuity of care for the children. Children are treated with respect and learn about their own and others' needs through play

and conversation. For example, children know daily routines and what is expected of them, taking care of toys when tidying up, or moving to allow another child space in the role play area. This enables the children's individuality to grow and helps them to develop a sense of belonging.

Children have a good awareness of their own and other cultures through a good range of resources and the positive attitude staff have towards diversity. These are used in free play and planned activities that contribute to the variety of festivals they celebrate through the year. Children's spiritual, moral, social and cultural development is fostered.

Good procedures are in place to work with children with special needs and staff have relevant training to enable children to progress. Children are well behaved as staff act as good role models. The children are praised for achievements which promotes their self-esteem. Children are encouraged to be kind to one another and understand the need to take turns enabling them to work well together.

Partnership with parents is good. Parents receive clear information about the group through the prospectus, notice board and regular newsletters. Informal meetings with parents ensure that information about their children's progress towards the stepping stones is shared. Staff encourage parents to be involved in their children's learning by sharing ideas and encouraging the children to bring in resources to support topics. This helps promote links between parents and staff.

Organisation

The organisation is satisfactory.

The premises are compact, but the staff make full use of space both inside and outside to maximise the children's play areas. Leadership and management is satisfactory. Currently all staff hold a relevant childcare qualification and first aid certificate. Staff regularly attend short courses in order to keep up to date with current child care practices. The group have a clear understanding of the employment of new staff ensuring relevant checks are carried out. Relevant documents are maintained and available for inspection. Staff understand the need for confidentiality.

The group have regular staff meetings and planning sessions. They also meet in small staff groups using Birth to three matters and the Foundation Stage guidance to help with their planning. Children are divided into appropriate age groups with a key member of staff assigned to a child ensuring they receive appropriate care and supervision.

Improvements since the last inspection

The nursery have now implemented a policy to ensure Ofsted are informed of staff changes, and have extended their knowledge of behaviour management. Four staff have attended food and hygiene training and have reviewed and implemented new procedures.

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 the cleanliness of children's cups

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):

- extend activities to enable children to write and understand the sounds of letters that link to the word
- provide children with appropriate space for consolidating mathematical ideas

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