



## Bluebells Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	113379
<b>Inspection date</b>	29 November 2006
<b>Inspector</b>	Janet Marie Thouless
<b>Setting Address</b>	21 Littleworth Lane, Partridge Green, Horsham, West Sussex, RH13 8JE
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<b>Registered person</b>	Bluebells Day Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good.

### WHAT SORT OF SETTING IS IT?

Bluebells Day Nursery opened in 1999. It is a private nursery held in a modern converted farm building in Partridge Green. It has an enclosed, paved and grassed area for outdoor play and children have the use of adjacent open fields. The nursery serves families from the village and the surrounding rural area.

A maximum of 16 children aged over two and under five years may attend the nursery at any one time. The nursery is open from 08:00 to 18:00, Monday to Friday for 51 weeks of the year. There are 26 children on roll of which 14 receive funding for nursery education. No children speak English as an additional language and there are currently no children with disabilities or additional needs on roll.

There are currently four qualified members of staff, and four bank staff, one of whom is qualified. The nursery receives regular support from a mentor from the local authority. All Staff attend first aid, food hygiene and safeguarding children training, they also attend further professional training to enhance their knowledge and awareness. The nursery is currently working towards a quality and assurance kite mark.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy and are well protected, because the nursery follows effective health and hygiene guidelines and procedures through the service they provide. Children learn the importance of good hygiene practice; for example, hand washing after toilet routines, after messy play, before and after handling food. Therefore, children increase their independence and personal care successfully through consistent daily routines and support from the staff team. They participate in 'stop the rot' which promotes the importance of cleaning teeth after eating to prevent tooth decay.

Children are developing a good understanding of food that is good for them; they are developing a taste for 'good' food and healthy living. They are provided with a broad range of fruits and vegetables bought from the local farm shop or grown in the nursery garden. Nourishing freshly prepared breakfast, snacks and a light tea is made available and children learn about healthy eating through related discussions and activities. Parents provide a packed lunch and place these in the fridge to prevent spoiling. Very good use has been made of activities and posters, which are used effectively to raise children's awareness. Individual dietary needs are discussed with parents, recorded and displayed, to ensure all children receive a diet, which is appropriate for their needs and well being. Meal times are sociable and relaxed occasions.

Effective procedures are in place to ensure the nursery acts in the best interest of the child if they are ill, staff hold current first aid certificates and keep all necessary medical and accident records. Children have opportunities to rest and sleep according to their individual needs in comfortable surroundings and charts are completed to monitor sleeping children.

Children develop a positive attitude to exercise and participate in daily activities helping to increase their understanding of the benefits of vigorous play and fresh air. They ride trikes and manoeuvre wheeled toys in the garden with good co-ordination, enjoy balancing on stepping logs, participate in a range of ball games and use climbing apparatus with confidence.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children flourish and are well cared for in the welcoming, secure and safe indoor and outdoor environment, because the nursery takes positive steps to ensure children's safety. The good organisation and rotation of toys, resources and equipment means that children move around safely and independently to access available resources on offer, where they are positioned appropriately at the children's height. Children enjoy playing with a wide range of good quality

resources and participate in a broad range of activities which help them to progress in all areas of their development.

Children are cared for in a safe environment. There is a good security system in place for the safe arrival and departure of children and to protect children from intruders. Children are kept safe whilst moving around the nursery because staff are well deployed and provide children with good levels of supervision. There are effective procedures for completing risk assessments to protect children from potential hazards. Children are developing a good understanding of fire safety because they have regular opportunities to practise fire evacuation procedures.

Children are well protected because the staff team understands their role in safeguarding children and they keep their knowledge up to date by attending appropriate courses. Effective procedures advise parents of their responsibility and the staff team knows how to record and refer any concerns. Up-to-date contact details regarding a referral are recorded in child protection procedures. This ensures the nursery acts in the best interest to safeguard the welfare of the children in their care.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children of all ages are confident and settled in the nursery. They enjoy a stimulating, bright and colourful child centred nursery environment, in which they have opportunities to enjoy free flow play and organised activities in welcoming surroundings. They have good relationships with staff, who know them well and respond to them warmly. This fosters children's emotional wellbeing and self esteem.

Younger children arrive happy, confidently wave good-bye to parents or carers, join in main activities or make individual choices in their play. They play with a good range of activities and participate with enjoyment. They build with confidence; enjoy creative media, such as sponge printing, play dough and sticking with glitter. They take pleasure in singing songs, such as, a camel with one hump when practising for the Christmas nativity. They delight in outdoor play confidently putting on Wellington boots and outdoor clothing to squelch and stomp around and explore the texture of mud in the digging area. Staff support children well, providing them with plenty of praise and encouragement. They help children express their thoughts and ideas and follow their individual interests.

Staff use the Birth to three matters framework effectively to plan activities for younger children, ensuring their continual progress and development. Plans are displayed, assessment booklets have been started, and staff make written observations about children's achievements.

### **Nursery Education.**

The quality of teaching and learning is good. Children make good progress through the stepping stones towards the early learning goals with the support of staff who have a sound understanding of the Foundation Stage. Activities are planned taking the stage of children's development into account. Planned focus activities take place each day with staff working directly with the children helping them to learn and remain focused using a good range of resources. Staff

interact very well with children asking open ended questions to support and extend their learning.

Children are developing good relationships and get on well with peers and adults. They greet staff warmly on arrival and show delight when friends arrive, saving fresh fruit at snack time, to share with them. They are becoming confident learners as they make individual choices in their play and have many opportunities to be independent. They are encouraged to see to their personal needs such as putting on Wellingtons and coats when playing outside, washing hands when visiting the toilet and brushing their teeth after lunch. Children speak confidently to peers and adults. They talk openly about family events, for example, visiting Southwater Country Park with daddy at the weekend. Children express themselves through mark making. They help to write simple text for the Christmas displays and many write and recognise individual letters in their names. Jolly phonics picture frieze is used to support children's understanding of the use of phonics.

Children gain confidence in using numbers in their play, at circle time and during daily routines. They respond enthusiastically to challenges such as clapping as they count as high as twenty eight, they state that the number two and eight is twenty-eight. They participate in counting matching and sequencing and enjoy activities which extend their mathematical vocabulary, for example, during number games, stories and through discussions with staff. Children work well together; for example, they sit happily together in pairs when using the story board, taking turns when using the laminated pictures to follow the sequence of the story. Children develop their design skills by building a very high tower with bricks. They demonstrated great confidence in using programmes on the computer and have good mouse control. They place their photographs along side the computer area to indicate their turn and wait patiently for others to finish. Children have ready access to most programmable resources on offer.

Children make sense of the world around them through creative projects and individual artwork. For example, children learn about the growth and harvest of a range of vegetables and fruits in the garden. They dig up leeks using garden tools and compare the size of each. They converse saying this one is small and this one is bigger. They then take home the harvest leeks to share with their families. Children learn about a variety of festivals by celebrating Chinese New Year and special events. They have good opportunities to explore a wide range of experiences, which enable them to develop their senses and express themselves creatively. They improve their physical skills through a good variety of experiences, which includes throwing, and catching games and movement to music through dance.

Children are making good progress towards the early learning goals, through the stepping stones in all of the six areas of learning. Staff use a flexible approach to planning and provide a good balance of adult and child led activities, therefore children learn at their own pace. The planning provides a range of interesting activities and experiences across all areas of learning. Staffs use the children's foundation stage assessment records effectively to monitor and record children's achievements to plan their next steps in learning.

## **Helping children make a positive contribution**

The provision is good.

All children are cared for by staff who work effectively with parents to meet individual children's needs. Children and parents receive a very warm welcome into the nursery by friendly and approachable staff. The nursery ask parent's to complete a welcome book which includes valued information and photographs on family members, children's like and dislikes, comforters and what makes me sad and happy. This enables staff to get to know children and support their individual needs. Staff ensure children with disabilities are fully integrated into everyday provision.

The staff team manages children's behaviour sensitively and effectively, increasing children's understanding of right and wrong by using simple strategies, such as, being kind and helpful to each other, which children understand and comply with. Overall, the nursery helps individual children learn to recognise and value their own needs and those of others and to understand when to behave appropriately, which fosters their spiritual, moral, social and cultural development.

Children show a strong sense of belonging, developing their confidence and self-esteem, because staff are good role models and offer a safe, caring and nurturing environment. Children are becoming aware of diversity within a wider society through planned activities and as they celebrate their own and other cultural beliefs. A good range of resources, which include a wide range of books, that reflect diversity are on offer and integrated into everyday provision.

The partnership with parents is good. They receive a wealth of good quality information on the service provided and play an active role in their children's learning. Opportunities are provided for parents to liaise with staff to view and discuss children's records of achievements and curriculum plans are displayed for parents to support children's learning at home. Parents receive detailed information on the foundation stage relating to the six areas of learning. However, less information is shared with parents on birth to three matters framework. The nursery seeks parent's views through parental questionnaires to evaluate the service on offer. Parents spoken to praised the caring and nurturing nursery environment and staff team.

## **Organisation**

The organisation is good.

Children appear happy and confident in the well organised nursery environment. Indoor and outdoor space is effectively used to maximise space and play opportunities for children. Children are well occupied and engaged in a range of worthwhile activities. Staff work well as a team, are well deployed and organise the nursery routines and layout of the rooms and outdoor play space appropriately. All required documentation within the nurseries polices and procedures contribute to the children's health, safety and wellbeing. This information is reviewed on a regular basis.

Leadership and management is good. Management has a clear vision for the nursery education with a strong focus on the personal development and achievement of all children. Effective recruitment procedures ensure children are well protected and cared for by staff who have a

secure knowledge of child development. The good organisation of nursery education and positive outcomes for children are effectively met because of the strong leadership and management, which motivates staff, builds a committed team and acts as a good role model. Management monitors and evaluates the provision and is committed to continual improvement. The leadership and management promote an inclusive environment and enable all children to make progress through the stepping stones towards the early learning goals.

The setting meets the needs of the range of children for whom they provide.

### **Improvements since the last inspection**

At the last inspection, two recommendations were made to ensure that children do not have access to the kitchen except under direct supervision of staff and that written permission from parents is sought before administering medication to children and a written record, signed by parents, of medicines administered is maintained.

A safety gate has now been fitted across the kitchen entrance and parents give prior written permission to administer medication and record those administered and ensure parents sign to acknowledge. All of these measures ensure children safety and well being.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that require 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.

## **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 good.

### **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 parents are well informed about the use of the Birth to three matters framework within the setting

## **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 provide children with access to a range of programmable resources to enhance their understanding of technology.

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