



## Burton Day Nursery Ltd

Inspection report for early years provision

<b>Unique Reference Number</b>	EY100752
<b>Inspection date</b>	24 January 2007
<b>Inspector</b>	Lorraine Sparey
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<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?

Burton Day Nursery opened in 2002 and it is privately owned. It operates from former school premises in Burton on the outskirts of Christchurch. Children use four age appropriate play rooms and a sleep room. There is an enclosed outside play area. The nursery serves the local community and surrounding areas.

A maximum of 41 children may attend the nursery at any one time. There are currently 130 on roll, of these 31 receive funding for nursery education. Children attend for the whole day or for a variety of sessions. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year.

The nursery employs 18 full time and four part time staff, of these 19 hold appropriate early years qualifications. The setting receives support from Sure Start.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health and welfare is well supported throughout the nursery. They benefit from a range of healthy and nutritious meals. The nursery cook prepares fresh ingredients, ensuring a low salt and sugar content. Lunches such as shepherd's pie with vegetables are puréed for the babies. Children are offered healthy snacks such as a variety of fresh fruits, bread sticks and plain crackers. Children are offered a choice of milk or water at snack time and drinking water is available throughout the day to maintain their fluid levels. Babies' home routines are followed at all times. Staff sit with the children at meal times promoting good manners and making it a very social occasion. Older babies are encouraged to learn to feed themselves with support from the staff.

Children benefit from being able to play outside on a daily basis. They have good opportunities to exercise in the large nursery playground using a variety of outdoor resources such as hoops, balls, bicycles and 'sit and ride' cars. Babies are taken on walks in the community to ensure that they have opportunities to be out in the fresh air.

Children's general health is promoted well by staff implementing effective procedures. The majority of staff are trained in first aid and some of the staff hold the food hygiene certificate. Good nappy changing procedures reduces the risk of cross infection and children follow very good hand hygiene practices. Staff give clear explanations to increase children's understanding throughout the nursery. A three-year-old tells an adult 'We wash germs away'. During cooking activities when children forget and put their hands in their mouths an adult reminds them to wash their hands again because they will get germs in their tummies. Children often use baby wipes to clean their hands and face after lunch and during cooking activities.

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

The provision is good.

Children's safety is given a high emphasis throughout the nursery. Children learn to take responsibility for their own safety because staff give good explanations, taking into account children's age and stage of development. A four-year-old puts an empty puzzle bag on their head. A member of staff quickly asks the child to remove it. The adult asks the child 'Do you know why I asked you to take it off your head?' The child replies 'Because I will hurt myself'. Staff implement safety rules with the children, such as sitting on the chair sensibly and not running in the nursery. This promotes safety issues with all the children in the nursery. Children's safety is further promoted throughout the nursery because staff complete comprehensive risk assessments and daily checklists of the premises.

Children are cared for in a safe, welcoming and secure environment. The individual play rooms are age appropriate with all the required safety equipment. All the rooms have a broad range of toys and equipment. In general the procedures to ensure that the toys are kept clean and well maintained are effective. However, some of the resources in the preschool room are broken

or not complete, for example, pieces missing from a puzzle. This means children's safety is not fully supported and it is disheartening when they cannot complete the puzzle.

Staff demonstrate clear knowledge and understanding in their role in protecting children from harm and neglect. They have a good understanding of signs and symptoms of abuse and there are effective procedures to follow in the event of the concerns being raised. Parents receive quality information in the policies and procedures which means that they are clear on the staff's responsibility in this area.

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

The provision is good.

Children participate in a wide range of stimulating activities. Staff use the Birth to three matters framework and Foundation Stage curriculum to ensure that children are progressing in their development and learning. Children are happy and settled throughout the nursery. Staff interaction in all areas is good. A member of staff tickles a baby with a pastry brush. They both smile and the baby gurgles with pleasure. Babies participate in a range of activities from hand and feet painting to making pizzas and playing with cold cooked pasta. Younger toddlers enjoy making pictures with toothpaste. An adult supports and encourages their language through lots of discussion about how it feels and the patterns they make. The whole nursery uses the same themes such as 'our bodies'. Each room plans their own activities which are age appropriate. For example, children aged two and up to three years draw round each other and enjoy printing with their body parts such as feet and ears. Children's individual key workers incorporate the next step in individual children's learning into the plans. All the children enjoy regular outings into the community.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage curriculum. They confidently plan a broad range of activities that cover all areas of children's development. All staff complete evaluations on the activities to ensure that children meet the intended learning outcomes. Regular observations on children ensure that planning the next steps in children's learning is effective. Staff provide an interesting learning environment both inside and outside. However, at times the grouping of the children and the space is not always used effectively to maximise children's learning. For example, at circle and story time children sit on the carpet area and find it difficult to see the book that the adult is reading. Some of the younger children find it difficult to participate in discussion in a large group. There are good procedures in place to support children with English as an additional language which include providing photographs of activities and a timeline. Children who have additional needs are supported within the setting. Staff adapt activities to enable children to reach their full potential.

Children are enthusiastic and motivated in their learning. An adult talks with them about the seasons. A three-year-old confidently tells the adult 'It's winter'. Another child says 'It's spring next'. The adult congratulates them. Children confidently come into the setting and quickly become absorbed in their play. They are developing good relationships with their peers and the adults. A four-year-old invites an adult to come and listen to a story that they are reading.

Children are independent in their learning and personal care. A four-year-old calls to an adult 'Look I've put my coat on all by myself'. Children enjoy listening to well read stories. They confidently tell the adult what comes next. For example, several children tell the adult that the elephant is going to get in the bath with their pyjamas on. The adult replies 'Well remembered'. Children use books for reference. For example they follow the recipe in the cookery book as they make biscuits. Some enjoy writing their own recipe. Children are confident speakers both on an individual basis and at group time. They successfully self register, choosing the fish with their name on it to put on the board.

Children learn about the natural world and living things through projects and caring for the nursery pets. A three-year-old shows concern because the African snail has not eaten the broccoli. The adult explains that perhaps they not hungry and that a member of staff had given the snail a bath the night before. Children are gaining a sense of time through interesting projects. They look at several different types of clocks and then create their own using a range of creative materials. Children talk about activities linked to different times of the day such as lunchtime and bedtime. Staff provide good resources to support the children's learning such as posters and books about time. Children confidently count to 10 and beyond. They have regular opportunities throughout the day to reinforce their understanding of number. Several children use the large abacus to practice their counting skills. Children decorate their own numbers using sequins and feathers. They enjoy making their own domino's which are then displayed on the wall. Children are beginning to solve simple number problems. At snack time an adult asks how many cups and plates they need for their table. Another child joins the table and the adult asks how many more are needed. Several children answer correctly.

Children have good opportunities to develop their physical skills both inside, and in the well resourced outdoor area. Children are learning about how their bodies change after exercise. They take it in turns to play 'follow the leader' Each child chooses how they are going to move around the playground. A three-year-old chooses skipping, a four-year-old says 'I'm tired, I need a rest'. Children small muscle control is developing well as they confidently use a range of tools such as glue sticks, scissors and cutters whilst making biscuits. Children generally show some awareness of space when moving around the nursery. However, at times children find it difficult because the space is limited when all the children sit on the small carpet area. Children have good opportunities to develop their imagination through the well resourced role play areas and the creative area. Children can freely choose to paint, make 3-Deminsional recyclable models and draw.

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

The provision is good.

Children quickly develop a strong sense of belonging. Staff value their contribution to nursery life. For example, each child has a home diary. Children enjoy showing them to the group at circle time. They often contain photographs of their family involved in activities on holiday or significant events. Staff and children show a genuine interest as they talk about their books. Children develop good relationships within the community. They often visit the Post Office and mobile library and enjoy local walks. Children learn about the wider world through projects and through celebrating a range of festivals such as Diwali and Hanukah. However, children's

awareness of diversity is not fully promoted because the range of resources throughout the nursery is basic. Children's spiritual, moral, social and cultural development is fostered.

Children are well behaved throughout the nursery. Staff give good explanations to ensure that children understand the boundaries and expectations. Children respond well to the staff's consistent use of praise and encouragement. Children with additional needs are supported within the setting.

Partnership with parents and carers is good. They receive a comprehensive prospectus which provides information on the National Standards, nursery aims and objectives, and the Foundation Stage curriculum. There are parents notice boards throughout the nursery which provide age appropriate information relating to various subjects from teething to behaviour management. Younger children's parents receive written information about their child's day within the nursery. Older children's parents are verbally informed. All parents are invited to discuss their children's progress at any time. Parents are very pleased with the nursery provision and comment about what a great difference it has made to their children's lives.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides care and education. Children are cared for by suitable adults because there are rigorous and robust vetting procedures in place. The majority of staff are qualified in early years and regularly attend additional training. This means that they are up to date with current childcare practices. The space and resources are generally used to meet children's needs throughout the nursery with the exception of the preschool room. At times children are grouped together in confined space such as the carpet area. All areas of the nursery have a range of age appropriate resources. However, the resources that support children's awareness of diversity are basic throughout the nursery.

All the required documentation is stored appropriately to maintain confidentiality. There is a range of policies and procedures to support staff in ensuring positive outcomes for children. New staff complete an effective induction programme to ensure that they are familiar with the policies and procedures particularly health and safety and child protection. Staff have regular meetings where they review the procedures to ensure that they are effective. However, the procedures to ensure that the toys and equipment are well maintained are not always effective. For example, some of the toys are not complete and a storage box is broken exposing some sharp corners.

Leadership and management is good. The registered person has clear aims and objectives for the nursery. There are effective procedures in place to monitor the nursery education such as evaluating the activities, and regular visits from the early years advisory teacher. Children's individual records are monitored to ensure that they are progressing well. The registered person places a high emphasis on staff development through completing regular appraisals and identifying any potential training needs. There are good procedures to obtain feedback from parents such as parent questionnaires and any comments are addressed.

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

At the last care inspection the setting agreed to ensure that observation and recording systems inform plans for the next steps in children's play and learning. They also agreed to ensure that there are suitable arrangements to protect children from person's who had not been vetted. Staff complete regular observations and use The Birth to the three matters framework and Foundation Stage curriculum to plan the next step in the child's play and learning. This system is effective in helping children to develop and progress and children are making good progress. The procedures to ensure that children are protected from persons who have not been vetted are suitable. New staff and students are supervised at all times to promote children's safety.

At the last education inspection the nursery agreed to ensure that children had access to creative materials and one-handed tools with which they could freely express themselves. They also agreed to review the methods of monitoring and evaluating the effectiveness of the nursery provision. Staff in the preschool room have created a more independent learning environment. Children can freely access creative materials and a writing area. This ensures that children can express themselves without requiring adult support. There are effective procedures to monitor and evaluate the effectiveness of nursery education provision. This means children are progressing in their learning.

### **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.

## **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 that the resources are clean and well maintained at all times
- increase children's awareness of diversity by providing appropriate resources that reflect our diverse society

### **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):

- review the daily routines to ensure that space and resources are used to meet children's individual needs

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](http://www.ofsted.gov.uk)