



Broadstone Christian Nursery

Inspection report for early years provision

Unique Reference Number	511381
Inspection date	16 January 2007
Inspector	Samantha Powis
Setting Address	161 Lower Blandford Road, Broadstone, Dorset, BH18 8NU
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Registered person	Broadstone Christian Nursey Ltd
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 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?

Broadstone Christian Nursery has been established for 17 years and is based in a purpose built extension adjacent to the proprietor's home in Broadstone, Dorset. The nursery is privately owned and is open 48 weeks of the year, Monday to Friday from 08.00 to 16.30. They serve the local community and places are offered to children who come from a range of different backgrounds. They cater for children with special educational needs and English as an additional language.

The nursery is registered to provide full day care for 14 children aged from two to eight years of age. There are currently 38 children on roll, 23 are in receipt of government funding for three and four year olds.

The children are based in a compact play room with toilet facilities which is used as the main accommodation, with an extra room and toilet in the proprietor's home used as necessary. Children have access to outdoor play facilities that are securely fenced and laid to paving and safety bark with a range of large scale equipment set out.

The nursery owner holds NVQ 3 in child care and education and is currently working towards gaining a foundation degree in early years. She employs a qualified supervisor who has an NNEB qualification. They are supported by three other members of staff, all of whom hold a recognised child care qualification.

Support and curriculum advice is given to the nursery by the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is very well promoted due to the effective practices in place. Children follow excellent routines regarding hand washing, and fully understand why hand washing is important. They join in with a fun song before they have snack, which teaches them about the importance of cleaning the table to get rid of the germs. Staff follow excellent procedures when changing nappies, which minimises the risk of cross-infection. They act as good role models, washing their hands well after completing the procedure and encouraging the child to do the same. Children learn about how they can support their own health through activities and visitors to the nursery. For example, the dental hygienist is due to visit the setting to talk to the children about how they can make sure they keep their teeth and gums healthy.

Children benefit from being offered a variety of very healthy snacks throughout the day. They enjoy choices such as crackers with cheese and cucumber and bread sticks or rice cakes with fresh fruit. They have access to drinking water at all times, and are offered a drink of juice or water with their snack. This ensures they don't get thirsty. Lunch boxes are stored appropriately to ensure food contents are safe. Parents are encouraged to supply healthy contents in line with the groups policy on healthy eating. Children's individual dietary needs are well known to staff, and measures are taken to ensure they are always respected.

To support children's ongoing health and well-being, all staff are trained in administering first aid. They also learn specific skills to enable them to administer specific medications to support children's individual needs. The use of the accident and medication record book ensures parents are kept informed of any issues regarding the child's health. However, children's care in the event of an emergency cannot be fully assured as the provider has not sought written consent from parents for seeking emergency medical attention or advice.

Children enjoy regular opportunities to engage in physical activity. During an indoor music and movement session the children notice the change in their own bodies, such as their hearts beating rapidly following the vigorous activity. This helps them to recognise the positive effects of physical exercise and activity in supporting a healthy lifestyle. They benefit from accessing the outdoor environment where they can climb, slide, balance and kick balls. They also learn

to negotiate space successfully as they pedal the tricycles up and down the path. They use a range of small tools and equipment during their play. For example, the children enjoy picking up the pasta using tweezers and clipping the dolls hair up with slides, combs and clips. This helps to strengthen small muscles and increase control of fine movements.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is protected well due to the high ratios of staff in place, who are vigilant about maintaining safety at all times. Overall, the practices followed by staff ensure children are protected from harm. For example, excellent security arrangements are in place and a record is kept of any visitors to the premises. Daily visual checks are carried out throughout all areas. The garden area is set up each day with appropriate safety equipment such as padded mats placed in specific areas to reduce accidents. All outside play equipment is cleaned thoroughly and checked for safety before use. Staff have attended training where they learnt how to use fire safety equipment appropriately. Although a fire drill is practised regularly, the organisation of these practises does not ensure that all children have an opportunity to participate. This means that not all children would know what to do in an emergency, and therefore increasing the time taken to evacuate the building. All current staff have had full checks completed, to ensure their suitability to work with the children. However, recruitment and vetting procedures have not been formalised in writing. This means that children's safety is not fully safeguarded.

Children benefit from accessing very well organised play areas which are light, bright and welcoming to them. Equipment is set up well to ensure children can play and relax in comfort and safety. To allow them to engage in physical activities indoors, furniture is moved out of the way to provide a large space free from hazards, where children can participate in safety. Children learn how they can keep themselves safe. Staff quietly remind them of expectations such as not running when they are indoors, helping them to understand why this is not safe. Also, visitors to the nursery, such as a police officer, help children to learn about safety.

To protect children's ongoing welfare, staff have an excellent understanding of child protection procedures. The designated person has a very clear understanding of her role and responsibility and staff are fully aware of possible indicators and the steps they should take if they have any concerns. This helps to ensure that children's safety is fully protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children flourish in the welcoming, relaxed and stimulating environment. They come into the group enthusiastically, and quickly settle into an activity. Children are happy, confident and are forming excellent relationships. They have access to an extensive variety of interesting and stimulating activities. These are well thought out by staff to encourage children to develop new skills whilst having lots of fun. Staff make sure activities are adapted to provide appropriate challenges for children of different ages and abilities. They offer children support and guidance when needed. For example, they refer to the Birth to three matters framework to help adapt activities for the younger children. An effective system of assessment, including regular

observations by key workers and other staff, ensures that activities successfully challenge and interest all of the children.

Children benefit from the highly skilled interaction from the staff. Their clear knowledge of child development and of individual children's needs ensures children feel valued, settled and secure. Children behave very well, which is due to the expertise and consistency of approach of staff. Children are regularly praised and encouraged, and are reminded of simple expectations and boundaries. This means that they are increasingly able to manage their own behaviour.

Nursery Education

The quality of teaching and learning is good. Children are motivated as the activities offered to them are interesting and appropriate to their individual levels of understanding. Staff expertly adapt individual activities to encourage children to take the next step in their learning. Sessions are well balanced to allow children time to explore independently, as well as having opportunities to be involved in small and large adult led activities. However, occasionally time is wasted as children have to wait for others before they can participate in a group activity.

Staff have a very good knowledge of the Foundation Stage curriculum, and have a clear understanding of how children learn and progress. Children are offered an excellent range of exciting activities and rich learning experiences. Areas are extremely well presented, to allow children to make independent choices, and to promote their confidence and build self-esteem. Excellent use of interactive displays further supports children's learning. For example, children try to make a bridge using the resources available on the display table following the previous weeks story about the "Three Billy Goats Gruff".

Staff are highly motivated and enthusiastic. They consistently make excellent use of their time to support the children in their learning. Children benefit from the staff's skilful use of questioning. This challenges their thinking and motivates them to achieve as much as they can. For example, children are encouraged to think about how an electronic bear works, and what powers it, extending their understanding and awareness of technology.

Children's progress is very well monitored due to the thorough assessments carried out by the staff. These are used to guide future planning to help children make progress and develop new skills. All plans are evaluated, to monitor the success of activities and make sure learning intentions are achieved.

Children are making very good progress in all areas of learning. They have high levels of confidence and are eager to get involved in activities. They show excellent independence in their personal care, and love to help tidy up during the session as they know this will be appreciated by the staff and their friends. Children are considerate and caring towards each other. They co-operate very well during small group activities and when playing together. They are very polite, always remembering to say 'please' and 'thank you'. This is due to staff promoting a caring and positive approach and acting as good role-models.

Children have very good opportunities to link sounds to letters through planned activities. They are introduced to a letter of the week, and refer to this and other familiar letters during their

play. They talk about the different letter shapes and how a capital letter looks different to a small letter. They find their own name cards at the beginning of the session, demonstrating their increasing awareness of words and letters. Children's enjoyment of books and reading is harnessed well, as they have free access to a broad range of different types and styles of writing. They handle books confidently, knowing to turn the pages front to back. They re-tell parts of familiar stories, using the pictures or displays to help them. They are developing a secure understanding that print carries meaning, as excellent use is made of writing and text within the environment. For example, printed invites to Cinderella's party are available in the writing area, to encourage the children to use mark making. Children always identify their art work by putting their own signatures on it. Children are very good listeners and follow directions well. They participate in a movement session where they have to listen carefully to the different musical sounds, and then move accordingly. Children speak confidently in front of a group of others, they have regular opportunities to share their news, whilst the others listen well and ask intelligent questions relating to the subject.

Children count with confidence and have some excellent opportunities to engage in simple calculation. For example, at register time they count the numbers of boys and girls present, and then how many children they have in total. Some children have a go at estimating how many children are present altogether, confident to have a try, secure in the knowledge that staff will recognise and value their input. Children look carefully at shapes during their play. They match and name two dimensional shapes, and identify different colours. Children have very good opportunities to independently explore and investigate objects. They are fascinated as the magnets they use pick up some items but not others. Some children are able to identify why this happens and anticipate which items will attract due to their composition. Children use the computer confidently, and show very good control when using the mouse to follow the programmes.

Children use their imagination confidently through the well planned role-play experiences provided by staff. They join in enthusiastically with music and singing, and follow the actions to the rhymes they hear. They have excellent opportunities to use a broad range of materials to create their own models and pictures, however, at times, some adult led creative activities limit children's opportunity to fully develop their own ideas.

Helping children make a positive contribution

The provision is outstanding.

Children thrive in the very relaxed and caring environment. Staff are sensitive to the children's individual needs, and ensure that each child's contribution is valued. Children are able to fully participate, as the activities are thoughtfully adapted to make sure they are suitable for the different ages and abilities. For example, staff ensure the younger children are allowed time to explore and are not expected to do the same as the older children. Excellent support is offered to children who have special educational needs. Staff identify when children need additional support and work closely with parents and other professionals to ensure children's needs are met. This ensures that all children are fully supported and encouraged to reach their full potential due to the supportive and consistent expectations of all involved. Children really

feel included and have a strong sense of belonging. Their artwork and photos are displayed in the room, and staff demonstrate a genuine interest in both their and their family's well-being.

As well as their participation in daily prayers which support the Christian ethos of the setting, children are developing a good awareness of other religions, cultures and ways of life. This is promoted through a comprehensive range of planned topics and daily access to a wide range of resources. For example, they participate in an African music session and learn about different celebrations and festivals such as Chinese New Year and Diwali. Children take an active part in their local community. For example, children, staff and parents take part in the annual Christmas parade. They also attend the harvest festival at the local church. They learn to consider the needs of others as they participate in fun activities to support fundraising events such as 'Red Nose Day.' Children's social, moral, spiritual and cultural development is fostered.

Children's behaviour is very good. They are given clear and consistent boundaries that they understand. For example, a member of staff reminds the children to take turns and share. Children learn to respect and consider the needs of others. This is due to the staff acting as good role-models and encouraging the children to be caring and tolerant of others. Children benefit from the staff's positive attitude and regular use of praise and encouragement. Children's contributions are always valued and their own news is listened to with interest, which helps to build their confidence and promotes their self-esteem.

Partnership with parents and carers is outstanding. Parents receive comprehensive information about the nursery. They are given a detailed prospectus and information about the groups policies, procedures and the curriculum, and can refer to this and other information on the parents' notice board. They are kept up to date with changes and weekly activities through frequent newsletters, and information displayed on the notice board. Close liaison between staff and parents makes sure that children's individual needs are continually discussed, and that regular observations on the children are shared. All staff and the manager make themselves available to talk to parents at the beginning and end of each session, to promote an open friendly relationship between them all.

Good systems are in place to inform parents about their child's developmental progress and achievements. For example, parents have constant access to the children's progress files. Ongoing discussion is promoted between parents and staff, and more formal parents consultations are organised termly. This ensures staff and parents have regular opportunities to share the progress of each child, and plan together for future learning. Staff actively encourage parents to get involved with their child's learning. Children take home books from the nursery to share with their families and plans are in place to allow children to take home small pieces of equipment too. Information sessions and leaflets are offered to help parents develop a greater understanding of the curriculums and frameworks used to support children's learning.

Organisation

The organisation is good.

Children's care and learning is enhanced by the very effective organisation of the nursery. Play areas are arranged flexibly and creatively to ensure experiences are varied. Excellent organisation

of toys and resources allows children to select freely from a wide range of equipment to support their learning. Staff continue to adapt the environment and routines, to enrich the learning experiences for all the children. Routines are familiar to children, with the exception of some large group times, these support children's care and learning. A high ratio of staff to children and effective staff deployment, ensures children are always well supervised and supported in their play. The key worker system is very effective and staff get to know the children extremely well. This builds good relationships and helps children feel secure. The nursery meets the needs of the range of children for whom they provide.

Positive outcomes for children are assured through the comprehensive range of policies and procedures, which are known to parents and adhered to consistently by staff. However, the lack of a written policy regarding staff recruitment and vetting compromises children's safety. Policies are regularly reviewed and updated to ensure they reflect current regulations. Documentation is generally well organised, with very good consideration given to security to ensure confidentiality is maintained. With the exception of written consent for seeking emergency medical attention and advice, all records are clear, accurately maintained and easily accessible for staff.

Leadership and management of the setting is good. The manager has very clear aims for the setting. The strong staff team work closely together to achieve these aims to benefit the children and families they work with. The appropriate induction programmes for new staff and students and regular staff meetings ensure all are very clear of their roles and responsibilities, which contributes to children's safety and wellbeing. The manager provides strong leadership, and supports staff very well in developing their own knowledge and skills to benefit the children. Systems are well developed to evaluate and monitor staff performance. This includes frequent training opportunities and constructive evaluations of activities. Staff continue to strive for further improvement and continue to review their practice. They are pro-active in looking at how improvements can be made in the care and learning opportunities they provide for children. Any areas for development are quickly considered, and action taken to improve. Staff value the different skills that they each have, and willingly offer support.

Improvements since the last inspection

At the last inspection the setting were asked to improve hand drying procedures and ensure all staff are familiar with the administration of medication procedure. They were also asked to develop the system of registering children's attendance. Children are provided with liquid soap and paper hand towels and fully understand the importance of washing their hands after using the toilet and before they eat. Staff are fully aware of the administration of medication procedure and keep records accordingly. This helps to ensure children's health is fully promoted. The daily record of attendance now includes exact times of both staff and children's attendance, ensuring an accurate record is maintained, which supports children's ongoing safety.

To improve children's learning, the setting were asked to provide further opportunities for children to develop their own creativity and their natural sense of curiosity to explore and investigate. To extend opportunities for children to use large scale equipment and use mark making to build on their existing skills, and to improve the systems for informing parents of children's achievements. Children now have access to a broad range of creative materials

including paint, recycled resources, joining equipment such as tape and glue, and can use this freely to make their own pictures and models when they choose. Their natural curiosity is harnessed as they have regular opportunities to use equipment such as magnets and observe the changes in the seasons, therefore, increasingly allowing them to explore and investigate. They use large scale equipment on a daily basis, including climbing equipment and large building blocks and are frequently engaged in mark making. This helps to increase control and co-ordination in both large and small muscles. Parents are invited to regular parents' evenings, and receive constant feedback from staff, which helps to keep them informed of their child's progress and take an active part in planning for their development.

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 all children are familiar with the emergency evacuation procedure
- update documentation to ensure it fully supports children's health and safety, with particular reference to the written policy for staff recruitment and vetting and some written parental consents.

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):

- further consider the organisation of the session, particularly group times and snack times, to ensure children are actively involved in their learning throughout.

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