



Budbrooke House Childrens Nursery

Inspection report for early years provision

Unique Reference Number	200542
Inspection date	06 February 2007
Inspector	Lucy Showell
Setting Address	BudbrookeHouse Childrens Nursery Ltd, Budbrooke Primary School, Styles Close, Hampton Magna, Warwickshire, CV35 8TR
Telephone number	01926 495514
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Registered person	Budbrooke House Children's Nurseries 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?

Budbrooke House Children's Nursery is one of three privately owned settings. It operates from purpose built premises adjacent to Budbrooke School in Hampton Magna, Warwickshire. The nursery opens five days a week all year round except for public bank holidays. Children attend for a variety of sessions from 08.00 until 18.00. All children have access to a safe and secure outdoor play area.

There are currently 48 children on roll. Of these, 35 children receive funding for early education. The nursery serves families and children in the local community and surrounding areas. The setting supports children with learning difficulties and/or disabilities.

The Nursery employs 11 staff. Of these, 9, including the managers, hold appropriate early years qualifications and 1 is working towards a relevant qualification. The setting receives support from a teacher mentor from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy good health and a healthy lifestyle because the nursery is in a good condition of cleanliness and redecoration. They are protected from the spread of infection as staff implement good health and hygiene procedures such as wearing gloves when serving food and ensuring tables and utensils are clean before use. Children enjoy freshly prepared meals such as vegetable lasagne with jacket potato and cheese. These are nutritious, well-proportioned and individual needs are supported as special dietary requirements are adhered to.

Children's overall health is promoted through the effectively implemented policies and procedures. For example, illness and medication policies are followed and records completed correctly. Their welfare is supported by the staff's proactive approach to training and updating knowledge. First aid is administered by staff who have current first aid qualifications and food is prepared by those who have food hygiene certificates and follow relevant guidance.

Children are encouraged to understand and learn about the importance of personal hygiene through discussions and the daily routines. Many of the older children are independent in their personal care. For example, using the toilet and automatically washing their hands. Younger children sleep according to their needs and rest for older children is offered in quiet sessions throughout the day.

Children enjoy good physical activity through effective use of indoor and outdoor spaces which are set up to offer a range of experiences. In the winter they dress appropriately and go outside to use chalks to draw on the floor, sit at the table to play with animals in the flour, stand at the easel drawing, build using construction bricks, ride on scooters, balance on stepping stones and beams and slide down slides on to safety mats. Inside they continue to increase their control and co-ordination as they move safely taking chairs to sit at chosen activities and share space effectively.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure indoor and outdoor environment.

The areas used are welcoming and space is well-organised to enable the children to move around freely and safely. Children enjoy independent access to resources which are stored effectively and comply with British Safety Standards.

Children's welfare is effectively promoted through the staff's proactive skills with regard to safety. Staff identify and minimise any possible hazards through constant observation and risk

assessments are in place. Children learn about safety procedures such as emergency evacuation as each room has a clearly displayed procedure which is practiced regularly.

Children are protected from harm through the staff's valuable knowledge of child protection issues. Staff answer scenario questions with confidence to demonstrate knowledge of their role in child protection. They have a clear understanding of the procedures to follow if there are concerns regarding a child. The policy is written with regard to current guidance and is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop good confidence and positive self-esteem through receiving plenty of praise and encouragement for efforts and achievements. They enjoy choosing activities and resources from a good range available which promotes independence. Younger children's individual needs are met through a range of free and focussed activities implemented in line with the 'Birth to three matters' guidance.

All children develop good relationships with adults and peers. They are happy and motivated through consistent and enthusiastic interaction and the staff's caring approach to all children. Children receive clear explanations during daily routines which promotes the relaxed and friendly atmosphere.

Nursery Education

The quality of teaching and learning for children who receive funding for early education is good. Staff have sound knowledge of the early learning goals and stepping stones which enables them to plan a good range of activities and experiences to promote children's learning. They seek advice from teaching mentors and trial and error new ideas through discussion at regular meetings. The planning, which is displayed for parents, relates to the six areas of development and details appropriate activities to promote overall skills. Children's progress is recorded in development files using focused and spontaneous observations and shared with parents at the end of the year. However, the observations and assessments are not used to inform the planning and therefore do not help the children to move to their next stage of learning.

Children enjoy activities which are adapted to meet individual needs and the challenges provided are developmentally appropriate. For example, during a cooking activity some children are asked more in depth questions and have more independent involvement where as others are shown what to do. Children are making good progress as staff sit with the children during activities asking appropriate questions, listening to the children and offering ideas to extend their learning. Resources are used effectively and considered when planning activities. For example, a tray of flour is used to represent snow. It is cold to touch and staff talk to children about different types of snow in comparison with the flour.

Children's behaviour is managed well. A calm and consistent approach and effective age appropriate explanations increases children's understanding. The environment is set up to

encourage independence and children's free choice. For example, the café style snack table enables children to make decisions about when they finish an activity to access refreshments.

Children show that they are interested, excited and motivated to learn as they sing along, clap and do the actions to 'The Hairy, Scary Castle' story. They develop confidence during group activities and demonstrate understanding of the agreed codes to make the group work harmoniously such as listening and responding well to others and offering their opinions during circle time. They share, take turns and support each other developing independence and self-control as they pour drinks for one another and place the cups into the 'dirty bowl' to be washed when they are finished.

Children initiate their own learning and extend ideas. They develop mathematical skills during free play activities such as building towers with bricks. They compare the size and shapes of their towers and ask each other "are they the same, how many bricks are in each, which is the biggest"? They begin to recognise letters which form their name as they sort through letter magnets placing them on a board and drawing around them. At lunch time more able children help others to find their names placed out for lunch, first recognising initial letters and sounding out each letter in turn.

Children explore and investigate through planned activities based on specific topics. Positive images are depicted in reference books about different countries and cultures which they look at as they draw pictures, write labels and make collages about food from around the world. They extend creative skills as they use the role-play restaurant, taste foods from other countries and display pictures of their likes and dislikes labelled with emergent writing or trace over yellow letters written by staff as a guide.

Helping children make a positive contribution

The provision is satisfactory.

Overall, the children's spiritual, moral, social and cultural development is fostered.

Children's sense of belonging is encouraged through the flexible routines and free choice play. Children show confidence at the setting and are familiar with their environment and the daily activities. Children work harmoniously with others at the setting as they support each other putting on coats, finding place names at lunch and helping to tidy up after play.

Children play well together. Their good behaviour is promoted through positive reinforcement and the calm manner of the staff. Any incidents of behaviour are managed appropriately and with regard to the nursery's procedures. Children's awareness and understanding of the diverse community is developing. They celebrate a range of festivals and the resources, which are equally accessed, depict positive images of diversity. Systems are in place to enable children with learning difficulties and /or disabilities to be involved within the nursery. There is written information which has regard to current legislation and the manager has attended relevant training.

Children's continuity of care is promoted as daily verbal feedback supports the good rapport between staff and parents. When children start at the setting the operational plan is shared

and individual information about the children is discussed and requirements recorded. However relevant information about the provision, including the policies and procedures, is not readily available for parents and the complaints procedure lacks some necessary detail.

The quality of partnership with parents and carers of children who receive funding for early education is satisfactory. Parents are involved as they are encouraged to help the children bring in items from home to support the current topic. At the end of the year parents receive a record of developmental progress and a portfolio including examples of their child's work. Regular verbal information is shared, however, when planning for children's next steps in learning the views of parents and their observations about their children are not fully considered.

Organisation

The organisation is good.

Overall the provision meets the needs of the range of children for whom it provides. Children's welfare is effectively promoted through the implemented policies and procedures that work well in practice. They enjoy good opportunities and experiences in the well-organised space and benefit through the good use of resources in free and structured play activities. Staff deployment and the adult to child ratio positively supports children's individual needs. The group sizes and key worker systems contribute to children's good health, safety, enjoyment and ability to fully take part in the setting.

The quality of the leadership and management of the nursery education is good. The children benefit from the valuable and respectful relationships between the nursery managers and staff. There is a good system of performance management to ensure any staffing issues are addressed, training needs met and to ensure children are protected and nurtured by suitable adults.

The setting assesses its own strengths and weaknesses and monitors its provision by regularly reviewing and evaluating systems. Staff observe and record children's achievements and have been working on ways to improve children's learning through adapting planning and assessment.

The staff are committed to improving the care and education of its children by "ensuring a safe and welcoming environment which allows the children to try new experiences and learn through play".

Improvements since the last inspection

At the previous care inspection the setting were asked to improve the deployment of staff and ensure that they are aware of their supervision responsibilities and to ensure that child protection procedures are shared with parents. Good progress has been made with regard to both recommendations. Effective staff deployment and understanding of their roles within the nursery was observed throughout the inspection. The clear child protection procedures and policy are suitably displayed for parents.

With regard to nursery education there were four key issues raised.

The first asked for the setting to ensure that observation and assessment information is used to inform future planning. There has been some improvement as observations are completed and some individual assessment done, however there are no clear links between this and the planning and therefore has been recommended at this inspection.

The second asked to continue to develop planning to include the deployment of staff, the grouping of children and show how all children will take part at an appropriate level. Effective progress has been made as staff consider these elements when planning the activities. Written plans do not show specific groupings, therefore allowing flexibility and children's choice.

The third asked the staff to provide opportunities and greater challenge for more able children to practice and develop calculation skills and explore three-dimensional shapes. Good opportunities for children to develop these mathematical skills were observed throughout the inspection and activities based on number and shape topics are included in planning.

The final key issue asked to use everyday activities and general routines consistently to develop and extend children's learning. Good progress has been made as children express themselves throughout the day making decisions and choices about their play and learning opportunities in addition to adult-led activities. Routines such as putting on coats for outside play, café style snack table and finding their place names at lunch encourage independence.

Complaints since the last inspection

Since 1 April 2004 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 the complaints procedure is available for parents and updated in line with current guidance

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):

- ensure the information gained from assessments is used to help children move to the next stage in their learning
- seek the views of parents and value their observations about their child's learning; and work with them to plan the next steps in learning

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