



Baby Bugs Nursery

Inspection report for early years provision

Unique Reference Number	EY343065
Inspection date	18 January 2007
Inspector	Sara Jane Frost
Setting Address	Tregonissey Close, St Austell, Cornwall, PL25 4DN
Telephone number	01726 742 33
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Registered person	Sally Jane Collarbone
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?

Baby Bugs Nursery opened in 2006 under new ownership. It is privately owned and operates from a detached single story building. It is situated in St Austell, Cornwall. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday, from 07:30 until 18:00, for 50 weeks of the year. All children share access to a secure enclosed play area.

There are currently 28 children, from birth to eight years, on roll. Of these, nine children receive funding for early education. Children mainly come from the local area.

The nursery employs five staff. Of these, four hold appropriate early years qualifications and one member of staff is working towards a level 2 qualification in childcare. The setting receives support from advisory staff employed by the local authority and is a member of the Pre-school Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted through staffs' own good hygiene practices. They wear protective clothing for example, when changing nappies. Changing mats and surfaces are wiped with anti-bacterial spray. Children learn the importance of personal hygiene through daily routines. They know for example, your hands 'hold germs' and, that you need to wash your hands after using the toilet and before eating food. However, there is a risk of spreading infection in the older children's room as currently there is no hot water available for children to wash their hands.

Sick children are cared for appropriately in an area away from others. Parents are contacted and asked to collect their children as soon as possible. Children with infectious illnesses are excluded thus reducing the risk of spreading infection. Staff have an understanding of recording accidents that occur. Although an accident was shared with a parent there was no written record. The registered person was unaware of the incident but ensured the appropriate accident forms were completed by staff and parental signature obtained before end of inspection.

Children benefit from a healthy diet. Younger children are offered drinks throughout the day while the older children access their drinks from a trolley within the main room. Staff ensure all drinks canisters are regularly topped up to ensure their fluid levels are maintained. Older children describe eating fresh fruit as being 'healthy and good for you'. Younger children are encouraged to develop their own independence as staff help children to self feed.

Both older children and babies get access to the outdoor facilities weather permitting. All children are able to rest and be active according to their needs. Opportunities for children to develop their climbing and balancing skills are provided through a range of outdoor activities. However, opportunities for vigorous physical play indoors is limited.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and secure building. All visitors to the nursery have to use the external bell to gain entrance and are met at the door by a member of staff. In addition to this, visitors are asked to sign in and record their time of arrival. This helps to provide an accurate record of who is on the premises at any one time. Children can freely access toilets which are located in the room, allowing them to develop their own independence.

Children's risk of accidental injury is minimised because of staff's awareness and understanding of potential hazards. All staff for example, ensure that the gate across the kitchen area is always bolted behind them. They are aware children are exposed to unsecured drain covers when using the outdoor facilities. Staff regularly check that the covers are in place before allowing children to use this area. However, as the covers are not secure they can easily pose accidental injury to children. Fire drills are conducted on a regular basis. However, the recording of where the

meeting point is upon evacuation of the building is not clear, and therefore puts parents and visitors to the building at potential risk.

Children are walked to and from school by staff. They learn to keep themselves safe by staff ensuring appropriate road safety procedures are in place. For example, staff ensure children walk sensibly and safely along the pavement.

Children's welfare is promoted as the person with overall responsibility for child protection ensures that procedures are up to date and staff are aware of their responsibility.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff have a good understanding of child development. Babies and children under two receive lots of cuddles and have a good relationship with the staff. Consistent staff in the baby room help younger children to develop a good bond and develop their sense of well being. Staff encourage early communication skills as they respond to the sounds babies make during play. Children between the ages of one and two are confident in their relationship with staff. They enjoy for example, sensory play with pasta quills and exploring musical sounds. Children play happily with staff and each other. They enjoy playing with the range of activities both indoors and outdoors which are suitable for their age and stage of development. Staff are beginning to use the Birth to three matters framework. However, staff acknowledge they are not fully confident with this and have identified the need for further training in this area to help improve their overall practice.

Overall the under two's receive good one to one attention and stimulation from staff. However, whilst waiting for lunch they are not fully occupied and become bored.

Nursery Education

Teaching and learning is satisfactory.

Some of the staff are not confident in their knowledge of the foundation stage. For example, they are unsure of the specific learning intentions for a set activity. Not all staff are confident in asking open ended questions. The planning covers the six areas of learning, however, it does not show how more or less able children will be suitably challenged. Assessments and observations are used although currently this is completed by the registered person as other staff are not confident in this area.

All children are welcomed into the nursery. The allocated member of staff responsible for Special Educational Needs has attended cluster sessions and is attending further courses to develop own knowledge and practice in this area.

Strong emphasis is placed on children's personal, social and emotional development. Children obviously enjoy coming to the nursery. They are confident in leaving their parents or carers and readily seek out their own friendship groups. Children are friendly and show care and consideration for others. They are beginning to understand daily consistent routines such as,

circle time, when all the children sit down together. This concept has been recently introduced to the children since change of owner. Children are gaining in confidence and are able to strike up conversations with adults, share their experiences and listen to stories.

Children are beginning to recognise shapes and ably sort colours. However, regular opportunities for children to use mathematical language and solve number problems in every day activities for example, during snack time are limited.

Children complete self registration as they enter the nursery. Apart from this and accessing their own named coat pegs children do not get opportunities to further develop this area. For example, the more able child is not given the opportunity to attempt to recognise or write their name on their individual pieces of art work. Children enjoy books and stories, both in groups and independently.

The brightly decorated rooms show that children get the opportunity to experience a wide range of techniques. For example, printing with paint, using marbles and tracks from small wheeled toys. Children clearly enjoy singing nursery rhymes and join in familiar songs such as 'twinkle, twinkle little star'. Many enjoy the opportunity to choose and sing their song to the group.

Helping children make a positive contribution

The provision is satisfactory.

Children have good relationships with staff. The key worker system ensures babies are cared for by consistent staff. This enables particularly young children to develop a bond with adults who are part of their lives at the nursery and thus increases their confidence and contentment. Planning shows that children have opportunities to become familiar with the wider world, through celebrating festivals, for example, Diwali and Christmas. This helps towards children having an understanding of and a positive attitude towards each other. Children are generally well behaved and polite, saying please and thank you appropriately and are reminded when they forget. Staff are positive and encouraging, praising children well for what they do. The planned introduction of the smiley chart will help further promote children's self esteem and make them feel valued. Children spiritual, social, moral and cultural development is fostered.

Parents report they are happy with the care that their children are given. Staff in the babies room complete daily diaries plus excellent verbal feedbacks. This keeps parents informed of their child's day. Information is regularly gained to ensure younger children's routines are maintained, for example, changes in sleep patterns as the children get older. This helps forge good links with the child's family and the nursery.

Partnership with parents is satisfactory. Parents receive regular and informative newsletters. There is also a prospectus available to parents. It has good information about the four aspects in the Birth to three matters framework, however, the prospectus has very little information with regards to the nursery education and the early learning goals. Therefore, parents are not made fully aware of the educational package available to their child. Parents are invited to attend six monthly one to one meetings with the staff to discuss their child's progress. Thus keeping parents informed of their child's progress.

Organisation

The organisation is satisfactory.

Children are beginning to benefit from knowing routines. They receive adequate support from staff to assist them in most areas of activities. Policies, procedures and an operational plan are available to assist staff for reference points. Systems are in place to ensure staff receive ongoing checks in order to remain suitable to work with children. Most of the staff employed are suitably qualified, with one member of staff recently commencing a suitable level 2 childcare course. The introduction of annual appraisals will help develop staffs' confidence and address future training needs. Consent forms and mandatory paperwork are in place which underpins the running of the service. The provider meets the needs of the range of children for whom they provide.

Leadership and management are satisfactory. The setting has gone through a difficult patch in the recruitment of staff. The current staff group work well together and have developed a sense of loyalty towards the children, the nursery and the registered person. Regular staff meetings are currently used to establish basic functioning practices. It is not used to discuss children's progress, needs or planning issues. The registered person is aware of the need to help develop staff's understanding, knowledge and confidence particularly around the nursery education.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 suitable provisions are available for hand washing
- ensure systems are in place to make all persons on the premises are aware of fire evacuation process
- ensure all loose drain covers do not pose a hazard to children.

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):

- use everyday opportunities, such as snack time, to promote children's mathematical thinking and communication, language and literacy skills
- further develop plans to promote children's learning and develop staffs' knowledge and understanding of the nursery education programme provided
- ensure observations and assessments are used effectively to develop planning for individual progress.

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