

Budbrook House Children's Nursery

Inspection report for early years provision

Unique Reference Number 200541

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Inspector Elenora Griffin

Setting Address Budbrooke House, Birmingham Road, Budbrooke, Warwick,
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Registered person Budbrooke House Children's Nurseries Ltd.

Type of inspection Childcare

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

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.

WHAT SORT OF SETTING IS IT?

Budbrooke House Day Nursery baby unit opened under Budbrooke House Children's Nurseries in 1999 and then became a limited company in 2001. The nursery operates from a detached property on the outskirts of Warwick. The setting has use of three playrooms and a baby sleep room on the ground floor, and a further two playrooms and a book room on the first floor. Children's toilets and nappy changing areas are situated on both floors. There is a nursery kitchen, office, disabled toilet and laundry facilities. The setting has a large, fully enclosed, outside play area.

The Nursery is registered to care for a maximum of 34 children, aged from birth to three years, at any one time. There are currently 34 children on roll. At three years of age, children generally move on to nearby Budbrooke House Pre School annex. The nursery is open every weekday from 08:00 until 18:00, for 51 weeks of the year.

There are 13 staff members. Of these, eight hold a relevant qualification to NVQ level two or three and three are working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from a healthy diet. They enjoy nutritious homemade meals and snacks. Menus are flexible and are adapted according to children's preferences and parental feedback. Children have their special dietary requirements met. This is because both the cook and staff take note of individual needs when preparing and serving food. Children have regular access to water as each child has a named water cup in their playroom. Children are beginning to learn about being healthy through regular hand washing when toileting. Mostly, children are encouraged to follow appropriate hygiene practices at meals times. However, children's understanding is limited because these are not consistently reinforced.

Babies enjoy routines which meet their individual needs and their parents' wishes. Babies have their requirements for food, sleep and nappy changes effectively met by responsive and sensitive key workers. Older children benefit from flexible routines. Therefore, children can nap or play after lunch in accordance with what they require. Children are able to access the toilets and have their nappies changed during the day. Those that are able to, meet their own needs independently. However, scheduled toileting and nappy changing does not take account of children's individual needs. Children do not benefit from having one consistent person who looks after their intimate care.

Children have regular opportunities to participate in active play, which encourages physical development. Babies have space to roll, crawl and soft matting on which to pull themselves up. They are supported to develop their physical skills through appropriate assistance and challenge offered by staff. For example, they hold hands while encouraging babies to take their first steps. Children enjoy space to move about freely in, regular outdoor play with opportunities for climbing and walks into the local area.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy being cared for in a welcoming and friendly environment, which is safe and secure. Children benefit from a suitable range of resources and equipment that is child sized, accessible and in good condition. Resources remain suitable for children to use because they are cleaned regularly by staff who follow basic check lists. Children have their needs for rest and play met through the appropriate use and organisation of rooms and resources. Children are helped to stay safe through careful supervision.

Children's are generally well safeguarded, because some staff have received child protection training. However, the designated staff member responsible for child protection is not fully aware of their role and responsibilities. Therefore, children's welfare may potentially be compromised. This is because Children are beginning to understand how to keep themselves safe in the event of a fire. This is because evacuations are practised and all staff are clear about the procedure to be followed. This includes ensuring that staff are deployed so that extra assistance is given to evacuating the baby room.

Helping children achieve well and enjoy what they do

The provision is good.

Children make good progress. They are self-assured and are developing independence as they self-select toys and are supported to do things for themselves. For example, children are encouraged to feed themselves and put their coats on. Children develop self-esteem because staff acknowledge and value their contributions. Children enjoy warm relationships with staff who are quick to offer comfort when they become distressed. Children benefit from being together as they share stories, songs and rhymes. They relish these opportunities to find their voice, as they listen and respond. For example, through responding to animals books with their, 'moos' and 'oinks'.

Children are interested and engaged in a good range of activities and resources. Children build on their natural curiosity, exploring cause and effect and bottles containing various materials and coloured water. Children become meaningfully involved in creative and imaginative activities, such as painting and playing with dolls. They make connections because they are encouraged to observe trains and cars on outings, which link with activities on the current topic of 'transport'.

Children's learning and development is enhanced by staff who are developing and implementing the 'Birth to three matters' framework. Therefore, planning ensures that activities support children to become emotionally strong and healthy, skilful communicators and competent learners. Children have their individual learning and play needs well met. This is because their key worker identifies 'possible lines of development' and links them to planned activities. Possible lines of development are also used effectively to plan individual activities, such as encouraging the use of a knife and fork at meal times.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from positive relationships between staff and parents. Children's needs are generally well met because information is shared effectively between parents and staff. This is through initial information on registration forms, daily discussions, notes from parents and the use of children's individual daily dairies. Babies are settled because this information is used to ensure that they follow familiar routines. Children feel valued because their activities and achievements are shared and celebrated with parents through displays, newsletters, photographs of activities and information on notice boards.

Policies and procedures indicate how positive steps will be taken to promote equality of opportunity for all children. Children have access to a sufficient range of resources that positively reflect diversity. For example, posters and puzzles depicting people from a variety of different cultures. However, staff have a limited knowledge and understanding how to promote equality and diversity within activities with children. Therefore, children do not participate in activities which encourage them to learn about the wider world and develop positive attitudes about diversity.

Children behave well and receive lots of praise and encouragement. They are beginning to learn about appropriate behaviour. They are encouraged to say please and thank you, to share and to take turns. Children benefit from behaviour management methods suitable for their age and stage of development. This is because staff have a sound understanding of the needs of each age group and have satisfactory procedures in place for responding to challenging behaviour.

Organisation

The organisation is satisfactory.

Children's needs are met through generally effective organisation. Staff work together well to promote children's enjoyment and achievement, in a positive and friendly environment. Children benefit from being cared for by qualified staff who develop close relationships with them through the key worker system. Appropriate group sizes and staff deployment contributes to outcomes for children. Children's welfare, care and learning is supported through a sufficient range of policies and procedures. In the main, these are implemented, kept up to date and shared with new staff as part of their induction. Children are protected from those not vetted, because there are adequate checks and recruitment procedures in place. Contact details for staff and children are stored confidentially but are also accessible in case of an emergency.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to develop procedures to follow in the event of an allegation being made against a member of staff, and to review and update the special educational needs policy. Improvements were required to ensure that accident, medication and incident records are sufficiently completed and signed by parents. Confidential records were to be securely stored. The provider was also asked to ensure that staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection.

The provider has made sufficient improvement since the last inspection. Procedures are in place to be followed in the event of an allegation being made against a member of staff. Policies and procedures are in place that outline how children with special educational needs will be positively supported. Incidents, accidents and medication records are in place but are inconsistently shared with parents. For example, not all records of medication administered to children have been signed by their parents. Therefore, some children do not receive adequate continuity of care. Children have their confidentiality protected because their records are stored securely. Staff are informed and are developing an understanding of the importance of hygiene practices. There are prompt lists displayed in every room covering practices such as wiping down changing mats and tables. These prompts are followed by staff in order to prevent the spread of infection.

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

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.

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 a designated staff member is made fully aware of their responsibilities in regard to child protection
- ensure that parents sign all records of medication administered to children
- continue to improve hygiene practices and routines
- improve staff knowledge and understanding of equality of opportunity and anti-discriminatory practice in order to actively promote these within activities with children.

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