



Bournemouth Day Nursery

Inspection report for early years provision

Unique Reference Number	EY340754
Inspection date	30 January 2007
Inspector	Anne Mitchell
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Registered person	Bournemouth Day Nursery
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?

Bournemouth Day Nursery has been registered since 2006. It operates from a large house close to Bournemouth town centre. The nursery operates on two floors. Children have access to playrooms and sleep rooms. There is a secure enclosed outdoor play area at the rear of the building. The nursery is registered to provide care for sixty-four children aged from birth to under five years. It serves the local area and wider community. There are currently 37 children on roll. Of these, 10 are in receipt of funding for nursery education. The nursery opens each weekday from 07:00 until 18:00, 51 weeks a year.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children health is effectively promoted throughout the nursery. Children are encouraged to wash their hands before eating and after using the toilet. They use pump dispenser soap and paper towels to limit the spread of infection. Discussion at the lunch table reinforces children's understanding of the importance of good hand hygiene. When a member of staff asks 'Why do we wash our hands' the children reply 'To make them clean!'

Babies' health is well promoted through good nappy changing routines. Staff use disposable gloves and ensure the changing mat is cleaned thoroughly between changes, using antibacterial spray. Babies have their own cot sheets which are laundered regularly. Babies use the same cots for sleep, so they are familiar and comfortable at sleep times. Their emotional health is well promoted. They have good relationships with staff who are caring and sensitive to their needs, cuddling them to provide comfort and reassurance, and maintaining good interaction and eye contact.

Children's personal independence in their personal care is well supported through encouragement by staff and the use of step stools to help them reach the sink and toilet. There are good procedures in place to ensure equipment is clean. Toys are thoroughly washed every week and carpets vacuumed and floors mopped daily. Highchairs, tables and chairs are cleaned after each use.

Children's health and welfare is effectively supported through the comprehensive accident and medication recording in place. They can be treated promptly in the event of an accident because most staff hold current First Aid certificates. Children enjoy fresh air and exercise in the nursery garden as well as regular outings such as walking to the local play park and woodland area.

Children's dietary health is very well promoted. The nursery provides nutritious and tasty home cooked meals. Children enjoy cereals and toast for breakfast, fresh and dried fruit at snack times, and freshly prepared, home cooked meals for lunch and tea. The menu plan is displayed for parents to see, and includes Hungarian goulash with vegetables, spaghetti bolognaise and pheasant casserole. The vegetables are freshly prepared each day and the meals are attractively served. Children eat the food with relish, and often ask for more. Older children often participate in food preparation, such as making fresh pasta, which they later eat for lunch. This helps them learn about healthy foods and encourages them to choose healthy options. Children's fluid levels are effectively maintained as they have individual drink bottles which are available to them throughout the day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure at nursery. CCTV cameras ensure access to the premises is effectively monitored. Visitors and children are signed in to maintain children's security. Thorough risk assessments are completed in the nursery, in the garden and prior to outings. Safety equipment

in the rooms used by children promotes their safety. Hinge guards on the doors for example, ensures children do not trap their fingers. Children learn about keeping themselves safe in the nursery environment through discussion with staff. One child says 'We mustn't run or we might bump into someone'. They are careful on the stairs, holding on to the low level banister rail. Staff are vigilant about children's safety. Supervision inside and out is good.

Under three's become skilful in a range of large movements through access to a soft play area where they can climb and crawl. Babies and toddlers are well supported by adults who allow them independence to try new things, and are there to support them to keep them safe, walking up and down stairs for example.

Children are well protected from harm and neglect. There are clear policies in place to support the safeguarding children strategies. Staff have a secure knowledge and understanding of child protection issues and some have attended training. They are confident in their role to protect children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled, and come into the nursery with enthusiasm. Throughout the nursery, children are provided with a broad range of age appropriate toys and activities to promote their all round development. Babies and toddlers enjoy creative play and paint with brushes and their hands. They use their imaginations from a very early age. One toddler wraps a Pooh bear gently in a blanket, carrying him to the cupboard in the play kitchen. She puts him in the cupboard closing the door. She smiles at the member of staff and puts her finger to her mouth saying 'Shh. Bye, bye. Night, night!' Interaction throughout the nursery is good. The level of care provided for babies and toddlers is enhanced by the staff, who use lots of positive facial expression and gestures, alongside encouragement and cuddles to ensure young children feel safe and settled. Children enjoy outings to the park, shops and library to extend their physical development, social skills and knowledge of the local community.

Nursery Education.

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage curriculum, and plans cover all areas of learning. Activities are relevant and meaningful to children. For example, planned projects, such as 'fruit and vegetables' promotes children's knowledge and understanding of nutrition in relevant terms. Children shop at local supermarkets to buy fruit to taste back at the nursery. Consequently their learning is well promoted and they are interested and motivated. Teaching methods are successful in helping children to think and consider. During a maths session the member of staff asks 'Which side will be heavier if I add these apples?' Children are motivated by the staff's enthusiasm. Observations are completed and are used to identify children's progress. Developmental records are then used to inform future planning and this system is being developed further. Activities are evaluated to show how they can be improved for the future. However, evaluations do not show how the activity can be adapted to support less able children, or challenge more able children. The organisation of resources ensures children have access to the full curriculum. There is currently a high staff ratio and children are well supported in their learning.

Children demonstrate high levels of confidence. They come into the setting at the start of the day eager and enthusiastic, and most settle immediately to a chosen activity. They quickly become involved in their play, dressing dolls and 'making tea' in the home corner, for example. Children are independent in their personal care, putting on outdoor shoes and coats alone, and they are able to select toys and resources from low level storage. Children develop close relationships with staff and with each other. A three-year-old tells the inspector 'I love the ladies. They are lovely and kind'. Children choose friends to sit with at snack time and welcome the younger children when they join them for lunch. A three-year-old gently rocks a baby in her chair and strokes her cheek.

Children listen with interest at group time. They enjoy the story 'Handa's surprise' and participate with enthusiasm, naming the fruits in the story with confidence. Children visit the designated library room in the nursery, to look at books independently. A newly introduced lending scheme promotes children's love of books, and strengthens the links between home and nursery. Children communicate with confidence. A three-year-old tells a member of staff 'I liked the mango I tasted, it was sweet and yellow'. Through the 'Jolly Phonics' reading scheme, using songs and actions, children learn about letters and sounds. Children make good attempts at writing their names on their art work, and recognise their names on their coat pegs.

Children count with confidence in relevant activities. For example, a member of staff asks all the children who like mushrooms to stand up. The children count those standing. Children who like bananas are asked to stand. They then work out which is the favourite food. Children develop a knowledge and understanding of mathematical language through weighing activities. As the member of staff adds weight to one side of the scales she asks 'Which is the heaviest?' and 'How can we make this side heavier?' Children record their favourite fruits and use a graph to see which is most popular. Children easily recognise and identify shapes such as a rectangle, square and triangle during a music and movement session.

Children enjoy designing and making buildings, cars and walls from construction equipment such as Lego, and have made models of their bedrooms from boxes, tubes and plastic bottles. Children develop a sense of time through discussion and interaction with staff. They talk about recent events in their lives, such as a birthday party. Children recall their visit to the supermarket, and the things they saw.

Children explore colour and texture through painting activities, dough and playing with shaving foam. They enjoy applying feathers, shiny paper and pasta to make a collage picture. They are able to create pictures and models independently, using their imaginations in the dedicated creative room. Opportunities to use craft materials are also available in the foundation stage base room. Children use their imaginations in the role play area where they make 'tea' and 'dinner' for staff and each other. They participate with enthusiasm during movement and music sessions, run by a visiting teacher. They clap and smile as they move to the music.

Children move confidently around their environment, holding on as they walk up the stairs. They move and dance confidently to music. Children enjoy developing their skills during outdoor play, catching and kicking balls with increasing accuracy. Older, or more able children do not have regular opportunities to experience challenge through climbing or balancing. Children's

small muscle movements are effectively promoted through a varied range of activities such as using scissors, cutters and knives during craft and dough, and puzzles.

Helping children make a positive contribution

The provision is good.

Children benefit from the welcoming environment. The spacious entrance hall is decorated with photographs of the children enjoying a range of play and learning activities. The children's play rooms display their art work to promote their self esteem. Children proudly show visitors the pictures they have created. Their sense of belonging is effectively fostered, as all age groups join together for some activities, such as music and at lunch times. The older children enjoy caring for the babies and toddlers, and the faces of the younger children light up as they see their older friends. The environment for babies and toddlers is bright and attractive. However, there is limited domestic style furniture to assist children in developing mobility and continue normal life experiences.

Children's individual needs are effectively met by staff. There is a well considered settling in period, individually tailored for each child. This ensures children are happy and content before being left at the nursery. Children new to the nursery are provided with as much support as they need. A toddler is given lots of cuddles and reassurance, and distracted effectively to help him settle. Children learn about the wider world through a broad range of resources that reflect diversity such as dolls, books and puzzles. They explore festivals such as Diwali and Chinese New Year to help them learn to acknowledge and respect differences.

Children's behaviour is very good throughout the nursery. Staff have high expectations for children's behaviour and children are very clear about the reasonable and age appropriate boundaries set. Children are polite and helpful, eagerly helping to tidy up before meal times, saying please and thank you and listening carefully to instructions. Staff are very good role models, speaking to children and to each other with respect. They are quick to praise the children for their achievements, and thank them for helping. Consequently children are keen to co-operate and listen to one another. Stickers are given to children for helping to tidy, or eating well, and this promotes children's self esteem. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. They are provided with comprehensive information about the setting, it's policies and procedures and the Foundation Stage curriculum. A regular newsletter gives information about current themes and projects. Lots of information about children's learning and staff roles is available on the parent notice board. The weekly menu plan is displayed to help parents plan home meals. Parents are asked about their views and suggestions through regular parent questionnaires. They value the level of care and education provided. One parent comments 'My child's development has significantly progressed since starting at nursery'. Parents feel that they are kept well informed of their children's development. Parents with children in the Foundation Stage receive a termly report. Suggestions for activities at home are provided to reinforce the link between home and nursery. Daily link books throughout the nursery provide parents with clear information about the child's daily routines and progress. Parents state that staff are friendly and approachable, and that they are helpful and supportive with regard to child care issues such as sleep, behaviour management and health.

Organisation

The organisation is good.

The setting meets the needs of the children for it provides care and education. Children are cared for by suitable and experienced staff through the effective systems in place to check new employees. The majority of staff are relevantly qualified in child care. They demonstrate a commitment to continued training to update their knowledge and understanding of current child care practice. The staff work well as a team, and provide a relaxed, happy atmosphere. Consequently the children are happy, settled and grow in confidence. Space is organised effectively to meet the needs of the children attending. Children of all age groups have the opportunity to meet together, benefiting both younger and older age groups, and ensuring that siblings have good opportunities to meet up throughout the day. However, the baby and toddler rooms lack domestic style furniture. Staff are deployed efficiently to ensure children have a good level of support and supervision.

Leadership and management is good. The management team have a strong vision for the future and many improvements are already underway. For example, the addition of the 'world room', and plans to provide children with freedom of movement throughout the nursery. Monthly staff meetings, team leader and management meetings are used to monitor the provision of nursery education. Parent feedback is also an important part of the management's systems to improve. There is a comprehensive staff induction procedure and staff appraisals are held regularly to identify any training needs. The management value their staff group and demonstrate a commitment to supporting their personal development, therefore ensuring children's early education is fully promoted.

All required documentation is in place, including developmental records for children. Evaluations of Foundation Stage activities do not include differentiation for varying abilities. Policies and procedures have been developed to reflect practice at the nursery and support legislation and these are regularly reviewed and updated. All documentation referring to children is kept securely to protect children's confidentiality.

Improvements since the last inspection

Not applicable

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):

- provide some domestic style furniture to assist children in developing mobility and to continue normal life experiences

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 that the evaluation of activities show how they can be adapted to support less able children, and challenge more able 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