



## **Bringing Up Baby**

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY232072                         |
| <b>Inspection date</b>         | 12 February 2007                 |
| <b>Inspector</b>               | Catherine Greene                 |
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| <b>Registered person</b>       | Bringing Up Baby Ltd             |
| <b>Type of inspection</b>      | Integrated                       |
| <b>Type of care</b>            | 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](http://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?

Bringing Up Baby opened in July 2003. It operates from the ground floor of a multi-purpose building. The nursery serves the local area.

There are currently 60 children from three months to four years on roll. This includes nine funded three year olds. Children attend a variety of sessions. The nursery supports children who speak English as an additional language.

The nursery opens five days a week, all year round. Sessions are from 8:00 until 18:15 hours.

Seven full time staff work with the children. Six members of staff have early years qualifications. Four members of staff are currently on training programmes. The setting receives support from Early Years Advisors.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health and well-being are supported through appropriate documentation, records and procedures. Records are kept detailing children's individual health, dietary and medical needs. Staff hold recognised first aid certificates and they follow appropriate procedures when dealing with sick children. This includes recording temperature and any treatment administered. Staff make extra effort to ensure children's well being when children fall ill, they are sensitive, caring and attentive, making sure children are comfortable whilst waiting for their parents to arrive.

Children are taught good hygiene practices by being reminded to wash their hands at times throughout the session and being reminded to put their hands over their mouths when coughing.

Children benefit from a healthy diet. Healthy eating is promoted well, children are offered a varied, healthy balanced diet, which include foods from different cultures. Children are encouraged to develop an understanding of their needs with regards to food and drinks. For example, they confidently help themselves to water throughout the day. Special dietary requirements are complied with and this ensures children remain healthy.

Children enjoy some access to planned physical play sessions in the garden and there is some large physical play space available in the nursery. However, because it had been raining children are not taken into the garden and limited provision is made available for large physical play indoors. Children have some opportunities to gain fine motor skills when using creative materials and equipment such as paint brushes, pencils and scissors during adult led activity.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children enjoy being cared for in a clean, safe and welcoming environment. There is a good security system, for the safe arrival and departure of children, to protect them from intruders. The systems in place include the effective use of a visitors book, the entry phone security door and having an office that is well located. The manager is available and she welcomes and greets parents and other visitors. However, children are not always well supervised, particularly around lunch times. Staff ratios are compromised whilst staff undertake other duties or to meet the lunch time rota.

Elsewhere in the nursery children are kept safe by the effective use of risk assessments. There are some positive steps being taken to minimise hazards, both inside and outside in the garden. There is a fire evacuation procedure and assembly point at the rear of the building. This is practised regularly so that children are familiar with the drill. Children's safety is optimised through staff ensuring they have access to toys and equipment that are safe, clean and in good condition.

Children are beginning to learn the importance of keeping themselves safe, they learn about rules and discover these rules are there to protect them from harm. Safe practice is satisfactorily promoted with the older children. Children are encouraged to put toys away after playing with them so that they do not trip over them and hurt themselves. They are becoming increasingly aware of their boundaries and limits.

Children are safeguarded because protection of children is recognised by the setting as being important. The manager is the designated person for any concerns. Newly appointed staff are due to attend child protection training to update their skills and knowledge. There are written procedures in place for staff to follow should they be concerned about a child.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are settled into the nursery and receive individual attention from staff. They enjoy each other's company and play well together in mixed age groups. Children are given opportunities to initiate their own play. They benefit from being able to freely access the toys and are beginning to make decisions about what they would like to do next. Their art work and photographs are presented in displays and in children's individual folders. This contributes to their sense of belonging and a feeling of self worth.

Younger children's enjoyment and learning experiences are supported by the staff's involvement in their exploration. During the adult led activities such as play dough, children enjoy the praise they receive when making the shapes. There are sufficient activities and play materials that encourage children's current stage of development. However, the activities are not always well presented and children quickly become restless especially during free flow play. The interaction between the children and staff is warm and positive. The two-year-old children are effectively integrated into the group and they play confidently with older children. Babies and toddlers benefit from staff's developing knowledge of the Birth to three matters framework and the recent input they have had from outside agencies skilled in this field.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Children are engaged in a range of practical activities and are confident to approach staff for support. Firm relationships are being established as children learn to share and take turns. Occasionally, opportunities to strengthen self help skills and foster their independence effectively are overlooked. Consequently, children receive limited chances to initiate their own learning. While there are opportunities for self selection during play, the environment is not carefully planned to promote informed choices. Therefore children struggle to maintain interest in activities during free play and at focused learning activities, where the appropriate equipment is not available or poorly prepared, such as worn down and broken pencils.

Children talk confidently to staff and their peers. Some children can recognise their own names. They are developing confidence when handling books and have an understanding of the purpose of written language in their environment. They are developing pencil control, but there are limited opportunities to develop children's interest in writing through play and writing for a

purpose. Children talk about themselves and remember past events in their lives. They are given opportunities to discover how and why things happen; this is not extended with the more able children as not all staff are secure about what they know and can do already. They have opportunities to build with a range of construction equipment and thoroughly enjoy constructing wooden houses. There is a computer in the room which does not work, children approached it and tapped at the keyboard but with no purpose they lose interest.

Children learn to count through some practical activities and some of them can count up to ten and beyond. There are limited opportunities to engage more able children in problem solving and calculations. A range of art activities are planned, however these are very adult directed, which limits children who are eager to express their ideas and imagination. Children have some opportunities to use tools, such as scissors, art and craft tools. They manoeuvre wheeled toys and jump, run, crawl, using various equipment for large physical play, although some equipment does not sufficiently challenge older children.

Staff have a developing knowledge of the Foundation Stage Curriculum and so activities are not always planned effectively and specifically to support the individual learning needs of each child. As a result, children sometimes become bored and begin to wander in search of other possibilities.

Planning and assessments are beginning to evolve but the systems in place to identify the next steps in children's learning are not yet secure.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children experience the value of their own and others culture and religion through topics and when celebrating festivals. Children participate in a variety of cultural traditions which help them to develop a positive attitude and respect for others. They have a growing awareness of themselves and staff value their thoughts, feelings and contributions. This enables children to relay their fears and express their needs to the staff without any hesitation. However, older children's emotional welfare is not always consistently managed, staff are not always communicating with each other regarding information about each child's individual preferences, therefore when the key worker is not present children struggle to have their needs met.

Children are encouraged and supported to participate in activities through the warm and positive language used by staff. However this is compromised when younger children sleep in the afternoon and older children are constantly told to play 'quietly' and keep their voices 'down'.

Partnership with parents is satisfactory. Children's sense of security and belonging is fostered through the daily exchange of information between staff and their parents. Children are forming close and trusting relationships with key staff. They benefit from opportunities to ensure parents can participate in their child's learning that are being developed through communication systems such as the individual assessment folders, newsletters and through termly meetings and 1:1 discussion with key workers and the manager.

The setting's positive approach, and children's access to a range of experiences that reflect diversity, fosters children's spiritual, moral, social and cultural development.

### **Organisation**

The organisation is satisfactory.

Children benefit from being cared for in a safely managed provision. They are familiar with the routines that are in place to help them settle quickly. However, children's progress is hindered at times due to the lack of effective organisation of the setting. This results in older children, in particular, participating in activities that do not always fully meet their individual needs. Consequently, there are fewer opportunities for children to increase their independence and to be engaged in purposeful play.

The management of care is developing to enable children to understand the importance of how to keep themselves safe and healthy. Children's confidence and self esteem is built through the regular use of praise and recognition at times although this is compromised when they are constantly told to be quiet whilst the younger children sleep through the afternoon period.

There are procedures to safeguard and protect children, there are effective recruitment procedures in place which ensure that staff are appropriately vetted and qualified. The manager has a commitment to ongoing training and staff are encouraged to develop their knowledge and understanding of child protection guidance and new legislation.

Children benefit from the systems in place which are being developed to support staff in maintaining the required records. The setting has the required policies and procedures that are reviewed in line with changes.

Leadership and management of the setting is satisfactory. The newly appointed manager is working very closely with her management and independent advisors, she has taken positive steps towards developing strong leadership and management within the nursery. She is aware that further development is needed to enhance the care and learning for children. Overall, the setting meets the needs of the range of children attending.

### **Improvements since the last inspection**

At the last inspection it was recommended that the setting pay attention to providing a suitable range of resources; in order to meet the developmental needs of children from two to five years. It was also recommended that the setting develop and adapt procedures to enable them to meet the new complaints requirements. New resources including a climbing frame have been provided with ongoing plans for more equipment and the setting has devised a complaints procedure that is in line with current guidance.

### **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 complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are satisfactory.

### **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 staff ratios are maintained at all times in all areas of the nursery
- ensure staff are effectively deployed to ensure the needs of all children are met.

#### **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):

- increase opportunities for children to find out about information and technology
- continue to develop training opportunities to enable all staff to support children in making progress towards the early learning goals
- ensure that sufficient and suitable equipment and activities are provided that are able to meet the developmental needs of children aged 3-5 years.

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](http://www.ofsted.gov.uk)