



Bilston Nursery School

Inspection report for early years provision

Unique Reference Number	EY272903
Inspection date	27 February 2007
Inspector	Patricia Dawes
Setting Address	Early Excellence Centre, Wolverhampton Street, Bilston, West Midlands, WV14 0LT
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Registered person	Bilston Nursery School Early Excellence Centre
Type of inspection	Childcare
Type of care	Full day care, Out of School care, Crèche

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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Bilston Early Excellence Centre, Crèche and Out of School Club is run by a governing body. It opened in 2003 and operates from six rooms in a purpose-built setting. It is situated close to a town on the outskirts of Wolverhampton, West Midlands. A maximum of 76 children may attend the setting at any one time. The nursery is open daily from 08.00 to 18.00 for 50 weeks of the year. The crèche is open daily from 09:15 to 11:30 and 13:00 to 15:00 Monday, the Out of School is open daily from 08:00 to 09:15 and 15:15 to 17:00 during term-time and during school holidays from 08:00 to 17:30. All children share access to a secure enclosed outdoor play area.

There are currently 98 children aged from birth to under eight years on roll. Children come from a local catchment area, as most of their parents travel to work in or around the surrounding areas. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 18 members of staff. Of these, 16 hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's physical and health needs are exceptionally well-supported as they gain a substantial understanding of good hygiene practices. All children understand from a very early age why they must wash their hands after using the toilet, messy play activities and before eating meals. Staff follows excellent procedures and effective practices such as wearing disposable gloves and aprons during nappy changing and when serving food. Clear and inclusive procedures and guidelines for sick and infectious children are in place to help prevent the spread of infection and cross contamination which ensures children remain healthy. Accidents and medication administering are appropriately managed and all records are maintained which clearly demonstrates information is shared with parents.

Children are well-nourished and enjoy a varied diet. Main meals are freshly prepared on site. They are well-balanced and take account of the individual and cultural needs of all children. This helps to sustain children's welfare and respect parents' wishes. All children enjoy fresh fruit and vegetables at snack-time and learn about healthy foods through discussion and activities, for example, children know milk is good for their teeth and bones. Children have access to fresh drinking water which is offered frequently to younger children while older children are able to access drinks independently which ensure they remain hydrated. All children from the day nursery and school nursery sit together for lunch and take pleasure in developing their social skills because time is given for them to enjoy their food and interact with staff and other children.

Children's physical development is of high priority for staff as they encourage them to explore and investigate in the stimulating outdoor environment. Staff have a very good understanding of each child's stage of development which means younger children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment such as enjoying dressing in waterproof clothing to go outside to play in the water feature splashing in and sweeping away the water in the rain. Older children enthusiastically tackle building the giants house to re-tell the story of Jack and the Beanstalk as they take part in role-play indoors. All children show excitement as their task is accomplished.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children benefit from a remarkable safe and secure environment in which to play and learn. Security of the premises is exceptionally good and there are very effective procedures for the drop off and collection of children such staff use an intercom system at the entrance which is linked to the office which ensures no un-authorized persons can gain access. The premises are very welcoming and stimulating to both parents and children with displays in all areas of both children's work and information which actively promote children's safety, welfare and well-being.

Children use high quality natural materials and equipment appropriate to their age and stage of development. All toys and equipment are thoroughly checked and cleaned to ensure they meet safety standards. Resources are well-organised with the children's needs in mind. For example, babies freely and safely crawl indoors, waking up when they are ready from the comfy sleep baskets, to access all resources. All children have equal access to resources which are not restricted.

Comprehensive written risk assessments are completed which ensures all hazards are effectively identified and minimised. Children learn about safe practices as adults explain about group rules such as not running indoors or climbing outdoors. They know and comply with safety and care routines including practising regular fire evacuation routines. This allows children to learn some sense of danger and develop their knowledge of how to protect themselves from harm.

Well-written and effective policies and procedures are in place to promote children's welfare. Children are protected by staff that are aware of child protection issues, understand their role and responsibilities and are able to put appropriate procedures into practice where necessary. This ensures all children are cared for and their safety and well-being are promoted.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All areas of children's development are significantly enhanced by the high-quality staff interaction offered. More-experienced staff are enthusiastic role models and offer support and guidance to newer and less experienced staff. All staff continues to develop their knowledge and understanding of the early year's framework 'Birth to three matters' and use this very well to reflect and provide challenge to assist young children in their efforts and achievements. Activities are adapted to ensure that all children can participate. Children are self-assured to try new experiences and as a result, their individual needs are met.

Babies and young children receive lots of cuddles and close contact to provide reassurance and increase their sense of well-being. They are able to explore and discover through an excellent range of planned activities, for example, using sand and paint to make effective art displays. High quality adult-child interaction supports early communication skills. Babies begin to make sense of the world and express their needs as staff positively respond to their gestures and sounds.

More able children settle into the nursery very well and are happy, confident and eager to play and learn. A key working system is in operation which helps those who are new to the nursery or room to settle quickly. Staff are very sensitive towards each child and recognise their uniqueness. Children are able to make choices about their play and there is a very good balance of adult-led and child-initiated activities. Staff are keen to offer support and encourage them to build their confidence and self-esteem to try new activities, such as using sand to develop early writing skills, making banana smoothies or singing action rhymes.

Staff promote close, caring relationships which increase children's sense of trust and help them develop a strong sense of self worth as children join in all areas of play enthusiastically. They are involved in a range of stimulating activities which are interesting and fun and develop their

curiosity, creativity and imagination, such as working with the resident artist to produce effective art displays using a range of resources, for example sand and paint. Children begin to make sense of the world and express their ideas as they join in a diverse range of exploratory and sensory experiences, such as spending time in the sensory room watching the bubble machine or shadows on the wall from the light machine.

Helping children make a positive contribution

The provision is outstanding.

All children are made thoroughly welcome in the nursery because staff value and respect their individuality. Staff have a high regard for each child's individual needs to ensure their time is spent purposefully. All children have choices in their play through staffs' use of the P.L.O.D. system which ensures that they are interested in what they do. Activities are stimulating, interesting and pleasurable, and children play a full part as they begin to develop positive relationships with staff and their peers. This positive approach helps to foster children's spiritual, moral, social and cultural development well.

Children have extensive opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the nursery and outings to local places of interest. Good quality resources which show positive images of diversity and celebrating various festivals including Christmas, Diwali and Chinese New Year ensure children have numerous opportunities to learn about themselves and learn to respect others in today's society.

Clear and consistent boundaries and positive role models set by the staff increase children's understanding of right and wrong. Children's behaviour is exemplary as staff support and offer guidance to help children share and take turns and this is continually re-enforced through daily routines and practices. Children respond well to gentle reminders from staff to care for their environment, the nursery resources and each other. All staff use praise and encouragement on arrival and constantly promoted throughout the day. All children are valued and respected as individuals which results in their confidence and self-esteem developing exceptionally well.

Partnership with parents is outstanding and significantly contributes to children's well-being in the nursery. They are made aware of how the setting operates through the comprehensive and concise prospectus which they receive. Staff actively seek parents' views through home visits to find out about their child's needs and interests prior to starting at the setting. Daily verbal and written exchanges of information keep parents fully informed of their child's well-being. They are informed of topics and operational changes on the parents' notice board and monthly newsletters. They receive current information should they wish to complain about any aspect of the service as there is a complaints procedure and format available to log complaints. As a result, parents are fully informed of all factors that impact on their child's well-being.

Organisation

The organisation is outstanding.

Rigorous and robust recruitment procedures verify staff are appropriately qualified and vetted and ensures staffing ratios are maintained. Good induction training and appropriate policies and procedures work in practice to ensure staff are very clear about their deployment and responsibilities. They are professional, motivated and committed to improve and develop their knowledge and practice through regular and ongoing training. They work well as a team to keep children healthy and safeguard their welfare.

Children benefit from premises that are well-organised. A varied and well-planned programme of activities enhances children's care, learning and play and their ability to take an active part in the setting. This means children are happy, comfortable and well-supported in a warm and caring environment where their individual needs are fully met.

Comprehensive policies and procedures are in place and have a positive impact on children's safety and well-being. Documentation is effectively maintained with policies and procedures continually undergoing review and update to reflect improvements in the operational practice. Children's personal information is stored securely and parental confidentiality is maintained, which enhances partnership with parents. The governing body are aware of their responsibility for the smooth running of the setting such as notifying the regulator of significant events and of the timescales for retention of records; this has a positive impact on children's safety and well-being.

Overall, the provision meets the needs of the range of children who attend.

Improvements since the last inspection

At the previous inspection the registered body were asked to ensure parents are made aware of the regulators contact details. The complaints procedure has been reviewed, up-dated and shared with parents. As a result parents now receive the current information should they wish to contact the regulator regarding any aspect of the service provided.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

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