



Barleylands Nursery

Inspection report for early years provision

Unique Reference Number	EY332024
Inspection date	20 March 2007
Inspector	Anita Bartram
Setting Address	'Roisel' Southend Road, GT Burstead, Billericay, Essex, CM11 2PZ
Telephone number	01277 659659
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Registered person	Barleylands Nursery Limited
Type of inspection	Integrated
Type of care	Full day care

This inspection was carried out under the provisions of Part XA of the Children Act 1989, as inserted by the Care Standards Act 2000

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Barleylands Day Nursery opened in 2006 and operates from a converted bungalow on the outskirts of Billericay, Essex. The setting comprises of three playrooms with an additional outdoor playroom for arts and crafts. There are two fully enclosed gardens for outdoor play. A maximum of 23 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. Earlier and later stay times are open to negotiation.

There are currently 29 children aged from six months to under five years on roll. Of these, one child currently receives funding for nursery education. Children come from both the local and wider catchment area. The nursery is able to support children with learning difficulties and currently supports several children who speak English as an additional language.

The nursery employs seven staff to work directly with the children. Four of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play and learn in a healthy environment. Children are frequently encouraged to practise simple hygiene routines and older toddlers know why and when they must wash their hands. Staff complete good routines to keep toys and equipment suitably clean for the children's use. Staff follow sound nappy changing procedures and older toddlers are encouraged to wipe their noses or put their hands over their mouths when they cough. Consequently, babies and children are effectively protected from cross-infection.

Babies and children benefit greatly from the nutritious and varied meals and snacks that are freshly cooked on the premises. Care is taken by kitchen staff that special dietary or allergy needs are met. Any babies who are asleep or children who eat little at meal times are encouraged to eat later in the session. Parents are informed through written report sheets about what their child has eaten during the day. Water is generally available for babies and children to drink at any time, helping them to stay well-hydrated throughout the day. This has a positive impact on their daily health.

The key worker system works well and staff are reflective in their practice. For example, staff are positive to new ways they can help babies and toddlers bond with key staff, such as individualised nappy changing systems. This encourages babies and children to build secure attachments with key staff. Staff are open to developing new strategies to help babies sleep and overall babies and toddlers can sleep according to their own needs. As a result, their emotional well-being is fostered appropriately.

All children have regular and frequent access to the two outdoor play areas. The provision of a garden room enables babies and toddlers to play in the garden with some protection from adverse weather conditions. Babies are taken out daily, suitably wrapped up and protected from the cold or from the sun. Older children are able to use the hard standing area to chalk on the ground or walls, encouraging their early mark making skills. They enjoy scooting around on scooters or running around the larger grassed area. Toys and equipment inside are suitably varied to enable older children to develop their hand-eye coordination appropriately. Consequently, funded children's overall physical skills are developing well.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The setting has a secure CCTV system in place enabling parents to view their baby or child at any time. Cameras are placed strategically in the rooms to protect children's dignity and privacy, for example when having their nappy changed or using the bathroom. All visitors are welcomed on to the premises by senior management and an intruder alarm is in place to alert staff to any

unauthorised visitors. Consequently, babies and children are able to play in a very secure environment.

Overall babies and children are kept safe on the premises. A risk assessment procedure is in place although the stated timings of when these are to be conducted are not totally reflected in staff practice. Hazards are generally minimised well although the daily checklist is not sufficiently robust in identifying potential hazards in the day to day care practice. All toys and equipment are safe and in good condition. Staff greet parents and children warmly as they arrive and parents are able to see some information about staffing and routines on the notice board in the hallway. Babies' and children's individual and group work, photographs and posters are displayed on the room walls. This provides a warm and welcoming environment for babies and children to play and learn in.

All staff have a good understanding of their roles and responsibilities to safeguard children from non-accidental harm. The designated member of staff has attended specific training and all staff have child protection procedures explained to them during their induction period. Visual posters are readily to hand for staff to refer to should they have concerns and the designated member of staff is knowledgeable about what she must do if she has concerns about a child. As a result, children are well protected.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Senior management and staff strive to create a home from home environment and this has a reassuring effect on the atmosphere that babies and children can play and learn in. Staff are friendly and supportive in settling babies and children into their rooms. For example, staff provide babies with cuddles and reassurance as they leave their parents, speaking soothingly to them and offering comforters from home. Staff are beginning to recognise individual babies likes and dislikes and how to accommodate these within the routines. For example, how they like to be settled to sleep or what foods they particularly enjoy. As a result, babies and children are relaxed and secure in the nursery.

All staff have a sound knowledge of child development and staff working with under threes plan activities based upon the 'Birth to three matters' framework linked to individual babies' development. As a result, children under three years have their individual learning needs suitably catered for. Under threes enjoy a sound balance of indoor and outdoor activities, with a suitable mix of adult-led and child-initiated activities. For example, babies delight in spaghetti play or foot and hand printing. Older toddlers enjoy looking at books with staff or playing with pasta, concentrating well as they pour it from pot to pot. As a result, babies and children enjoy their time in the nursery and are able to achieve appropriately.

Nursery Education

The quality of teaching and learning is satisfactory. This enables funded children to make satisfactory progress towards the early learning goals. Staff are keen to develop their skills and knowledge, recognising that their understanding of the Foundation Stage and how to purposefully deliver it, is not yet fully developed. This influences the effectiveness of the

curriculum planning, the methods staff employ, and the way resources are used to promote the six areas of learning. For example, there is an appropriate balance between adult and child-led activities. However, staff do not yet sufficiently prepare child-led activities to be purposeful in helping children to learn. For example, in identifying a café for children to play with staff miss opportunities to encourage children's early literacy or numeric skills through menus, lists, writing mediums or signs and labels.

Staff manage all children's behaviour consistently, creating a calm and positive atmosphere in which children can learn about the consequences of their behaviour. Staff are beginning to use assessment appropriately although do not always make best use of the information they gather to plan purposeful activities to meet gaps or the next steps in children's learning. This hampers the pace at which children progress. However, staff have a positive attitude to developing their current basic skills in the Foundation Stage and are actively seeking support and guidance through the local authority.

Children's personal, social and emotional development is progressing soundly. Children show interest and concentrate well to complete activities such as pouring pasta or colouring in pictures. They enjoy being independent and happily follow routines such as preparing for lunch. Children's communication, language and literacy skills are satisfactory. Staff use the outside area to help children practise their mark making skills although there are limited opportunities inside for children to use 'writing' for purpose. All children enjoy looking at books and can sit attentively to listen to a story within a small group. Children's mathematical development is reasonably sound. Children can rote count towards 10 and are beginning to use their fingers to represent number. Numbers are displayed around the room for children to develop their recognition skills. However, there are limited opportunities for children to use numbers whilst they play or carry out everyday tasks.

Children's knowledge and understanding of the world is progressing well. Children enjoy small world play and notice and comment on objects that are similar. Staff confidence in delivering the Foundation Stage impacts on the opportunities children have to use the computer. Children are able to go outside twice a day, enabling them to feel and experience the changes in seasons. As a result, children are able to offer meaningful comments about the weather outside. Children's creative development is progressing suitably. Children enjoy copying adult activities such as pushing dolls in buggies or gently cradling the dolls on their laps. As a result, children are able to begin to act out familiar actions from home, helping them to develop emotional and imaginative skills. The limitation in staff skills in delivering the Foundation Stage is particularly evident in the provision for children's creative development, for example, in how children can use role-play as a purposeful learning resource.

Helping children make a positive contribution

The provision is good.

Babies' and children's individual needs are met well. Staff strive to work closely with parents to gather information to enable them to address babies' and children's different welfare needs. Parents are able to supply comforters from home and staff offer these to babies when appropriate. This helps babies or children to feel reassured and secure in the setting. The secure CCTV system offers reassurance to parents as they watch their child play whilst they are apart.

Written daily report sheets reinforce the verbal information given to parents by staff at the end of each session. This has a strong influence on the consistency of care children receive.

Appropriate systems are in place to support children with learning difficulties although currently no such children are on roll. However, staff have a sound appreciation of how to support any children with more specific needs. Staff positively support children who have English as an additional language when they first start in the nursery. For example, they find out key words in the child's home language to use to reassure them or to help them understand the child's requests. As a result, children who speak English as an additional language are able to feel more included in the life of the setting. There is a valuable mix of toys and displays reflecting diversity, enabling all children to build a balanced view of the wider world around them.

Staff manage children's behaviour consistently and in line with their age and stage of development. Staff use praise with older toddlers, recognising when a child is being helpful or kind, and this encourages others to follow. Staff appreciate why children may show more challenging behaviour and give reasons to children to help them appreciate the effect their actions has on others.

The partnership with parents and carers is good. Parents of funded children are well informed about their child's achievements and progress. For example, at the end of each week parents are given feedback sheets about what their child has been doing during each session. Staff offer ideas to parents about how to promote their child's learning at home and encourage parents to make comments upon their return. As a result, parents are valued and can be actively involved in their child's learning meaning children's learning is positively enhanced.

Overall, children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Recruitment and vetting procedures are securely in place. Sound induction procedures are carried out, providing new staff with more immediate knowledge of what action to take in an emergency or with a child protection concern. These effective measures ensure children are well protected and cared for by suitable staff.

Due to the nursery being in its infancy, staff are currently settling into roles and establishing their responsibilities. Staff are keen and committed to extending their own professional development through further training. As a result, babies' and children's well-being is positively enhanced as the provision increases in size and quality. Overall policies and procedures work effectively in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

The leadership and management of the nursery is satisfactory. There is a clear hierarchy of management, enabling all staff to feel confident in whom to take suggestions or concerns to. Staff are encouraged to complete further training to enhance their responsibilities although specific training for key staff delivering the Foundation Stage has not been prioritised. The effectiveness of the setting in monitoring and evaluating the provision for nursery education

is satisfactory although due to staff deployment this is on a more informal and ad hoc basis. Overall, the staff team work coherently together and support each other well through discussion and regular staff meetings. Consequently, the leadership and management of the nursery education contributes to children's steady progress towards the early learning goals

Overall, children's needs are met.

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 all risks are effectively minimised in accordance with the nursery's risk assessment procedures

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):

- develop key staff knowledge and understanding of how to effectively plan for and deliver the Foundation Stage curriculum.

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