

# Bumbles Day Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	102765
<b>Inspection date</b>	09 May 2007
<b>Inspector</b>	Sarah Jane Wignall
<b>Setting Address</b>	Daromaba House, Clemo Road, Liskeard, Cornwall, PL14 3XA
<b>Telephone number</b>	01579 343767
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<b>Registered person</b>	Kirsty Allen
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 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?

Bumbles Day Nursery and Out of School Club is a privately owned provision. It opened in 1995 and operates from several rooms in an independent building on a small industrial estate. It is situated on the outskirts of Liskeard town. A maximum of 46 children may attend the nursery and 40 children may attend the out of school club at any one time. The nursery is open each weekday from 7.30 until 18.00 for 51 weeks of the year and the out of school club from 7.30 until 9.00 and from 15.00 until 18.00 during term times and from 7.30 until 18.00 during school holidays. All children share access to a secure enclosed play area.

There are currently 115 children from birth to eight years on roll. Of these 41 children receive funding for early education. Children come from a wide catchment area. The setting currently supports children with learning difficulties.

The nursery employs 18 members of staff. Over half the staff hold appropriate early years qualifications and two staff members are currently working towards qualification. The setting receives support from an advisory teacher from Family Services.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children benefit as they learn about health and hygiene through simple daily routines. Older children can independently use the toilet and wash their hands and staff ensure all children wash their hands before eating. Effective procedures are in place with regards to nappy changing. Staff ensure the setting is kept clean and tidy during the day. Tables are regularly cleared and wiped particularly before mealtimes. Most staff hold current first aid certificates and they keep parents informed of accidents or illness. They have access to suitably stocked first aid kits.

Children are provided with good portions of healthy and nutritious meals and snacks throughout the day. Staff recognise that children arriving early may be hungry so they are provided with toast and drinks early on in the session. The lunch menu has recently been changed to include a healthy range of hot cooked meals and fresh fruit. Children are encouraged to drink regularly throughout the session and particularly after physical play. They are provided with drinks with their meals and older children attending the out of school club can access water from the cooler installed in their play room.

Children benefit from good sized indoor and outdoor play areas. During poor weather children can access the warehouse where they ride on bikes, run, jump and move to music. Children learn to move their bodies in different ways as they curl up like tadpoles and then grow into frogs. Children learn to recognise shapes as they run and hop on a shape when the music stops. During outdoor play some children learn to balance as they walk across stepping stones. They show good spatial awareness as they line up and walk sensibly when going outside to play or sitting at circle time. Children learn fine muscle control as they competently use knives and forks when eating and use other one handed tools such as pencils and scissors. Children attending after school enjoy playing team games outside such as football and rounders.

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

The provision is satisfactory.

Children benefit from being cared for in good sized accommodation that is separated into designated age appropriate rooms. Timetabled use of the warehouse and garden mean that most children play in these areas daily. Staff use daily checklists to ensure all areas used by children are safe and suitable. A secure key pad system is in operation on all play rooms helping to keep children safe and secure. Staff follow good procedures when taking children outdoors to play. The route involves crossing the car park, but children are made very aware of the need to follow instructions given to them by staff. Children learn about fire safety as they participate in regular fire drills. All fire and electrical equipment is regularly serviced. Children do not have access to either the kitchen or laundry area where dangerous equipment is housed. Not all toilets in the warehouse are maintained in full working order.

Children are protected as they have access to age appropriate resources in their play rooms. Staff remind older children to use equipment safely, for instance to put chairs down nicely when they have reached their destination. Staff ensure children change into suitable footwear when going outside to play so that they are not in danger of slipping. They put on Wellingtons if they are wearing flip flops. Staff ensure broken or dangerous items are removed from babies.

Children are protected as staff have a good understanding of child protection procedures. There is a designated child protection officer who has attending some training and is awaiting further training to increase her knowledge and skills. Staff are aware of who to contact to discuss their concerns and the manager would refer to relevant agencies if necessary.

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

The provision is good.

Young children are cared for in designated base rooms with key and consistent members of staff. Several staff working with young children have attended training in the Birth to three matters framework and they are using this as a basis for planning suitable activities for babies and toddlers. Staff use observation records to help identify children's achievements and plan for their next stage of learning. Children enjoy playing with a range of resources such as play dough, painting and playing in sand and water. Staff respond promptly to children's physical needs for sleep, feeds and nappy changes. Staff caring for babies work closely with parents in establishing babies home routines so that these can be followed in the setting. Young babies do not always have access to the outdoor play area or to the full range of creative play. Children attending the out of school club benefit from access to a large designated club room, where they can play and socialise with friends. Sessions after school are well organised and children have access to a good range of resources including board games, craft and creative projects such as painting corks and good use of the outdoor play area.

### **Nursery Education**

The quality of teaching and children's learning is good. Staff have a good understanding of how young children learn. They plan interesting and practical activities. Staff set realistic targets for funded children which are appropriate for their age and stage of development. All children are regularly assessed and individual targets for learning set. Sessions offer a good balance between adult led and free play and circle time is well planned to incorporate key areas of learning such as mathematical understanding. Appropriate planning is in place and learning intentions are set for the week. Staff know individual children well and activities are differentiated to offer appropriate challenges to more able children.

Children show good levels of concentration when sitting at circle time or completing activities such as threading laces on cards. Children are gaining confidence and becoming more independent as they change their shoes, put on coats or pour their drinks at snack time. Children are learning to share and take turns and they listen patiently during show and tell. Staff make good use of posters and pictures to reinforce learning. Children are able to see how a tadpole turns into a frog as they look at posters and cut out colour pictures. Children learn new vocabulary as they feel the texture of compost. They describe the texture as soft, wet and cold. Children enjoy looking at books and listening to stories. Older children are beginning to write their names on work and many children can recognise their own name when they find their place at lunch time.

Children have daily opportunities to count and recognise numerals. Children count the numbers of children and adults present at each session and find the correct numeral to go on the board. Children enjoy practical ways of learning about numbers such as games where they throw the dice and jump on the corresponding numbered lily pad. Children learn about shape as they find an identified shape when moving to music. They learn about size as they dress dolls in the correct sized clothes. Children learn about technology as they use the computer and other toys such as torches. Staff offer good individual support to children when learning how to use the

mouse and complete a simple game. Children learn about change and growth as they plant cress seeds and watch them grow. They show an awareness of the days of the week and months of the year. Children use their imagination when freely painting or playing in role play. They enjoy listening and moving to music. Children learn to recognise colours as they identify the colours of cups, paints and other everyday items. Good use is made of the outdoor play area but it currently lacks imagination and is not used effectively to promote other areas of learning. Overall children make good progress in all areas of learning.

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

The provision is good.

Children benefit from being cared for by consistent key members of staff. Staff know individual children well. Staff caring for babies ensure they are fully aware of home routines for feeds and sleeps and try to follow this at the setting. Good settling in procedures help to ensure children feel confident and settled. Children have some opportunities to learn about the roles of professionals in the community as they have occasional visits from the fire service. Older children go on occasional visits off site to local attractions and places of interest. Children learn about the wider world as they play with dolls and look at books. They celebrate a range of cultural festivals within the curriculum. Staff work closely with parents of children with learning difficulties when planning for their individual needs.

Children benefit from being cared for in a well organised session where routines and expectations are well established. Older children are aware of simple rules such as not running and sharing toys. Staff deployment is effective in ensuring all children are busy and included in activities. Staff encourage children to help tidy away by singing a tidy up song. Many children actively participate in this task and help put out the chairs for circle time. Children are encouraged to be independent in putting on shoes and attending to personal hygiene. Staff encourage children with lots of verbal praise and reinforcement which helps to raise self esteem. Children are happy and settled at the setting and have good relationships with staff and each other.

The partnership with parents and carers is good. Parents are provided with good quality information on entry to the setting. They have access to a notice board displaying relevant information. Parents of younger children receive daily written diaries that are shared between nursery and home. Relevant information, such as sleeps and feeds, is recorded. Information is also passed verbally to parents on drop off and collection. All parents are invited to individual meetings with key staff where assessment and development records are shared. Parents of funded children are invited to take home a library book to share with their child and they are kept informed of current topics that are being covered. There is no system in place for parents to share information about what their child knows and can do on entry to the setting. The nursery fosters children's spiritual, moral, social and cultural development.

### **Organisation**

The organisation is good.

Children benefit from being cared for in a well organised setting. The good sized indoor and outdoor accommodation is divided into age appropriate base rooms where children are cared for by consistent staff. Effective planning ensures that most children have the opportunity to enjoy physical play each day either in the large indoor play room or outdoors. The out of school club provides children with a comfortable club room where they can access a range of different activities. The manager oversees all operational aspects of the setting and ensures sufficient

staff are available to meet children's needs. The employment of a cook each day provides children with a well balanced and healthy range of meals. All new staff undergo vetting to ensure their suitability and they follow set induction procedures. All staff have annual staff appraisals to help identify training and other issues.

The leadership and management of the nursery are good. The nursery is privately owned but the registered person gives day to day responsibility to her appointed manager. The manager is responsible for all operational aspects of the setting on a daily basis and keeps the registered person well informed. The manager is interested and involved in all aspects of the setting and takes time to reflect on and evaluate the provision. Recent changes to the menu resulted in her feeling that healthier food was more beneficial to children. Regular staff meetings are used to discuss issues or other topics. Staff appraisals help to identify training needs and all staff are encouraged to keep their knowledge and skills updated. Staff who have attended training are asked to share this with colleagues who did not attend. The setting makes use of advice from outside agencies such as Family Services who advise on curriculum planning among other areas. The play leader working with the funded children spends time each week in planning for the next week ensuring that nursery education is effective. Overall the setting meets the needs of the range of children for whom it provides.

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

At the last care inspection the provider was asked to ensure a minimum of two staff are always on duty while children are present, to ensure hand washing facilities in the baby room comply with environmental health officer recommendations and to ensure all policies and procedures are written in line with the National Standards.

At the last nursery education inspection they were asked to review the room layout and group supervision to improve the learning environment, to increase staff's knowledge of learning goals to ensure children are sufficiently challenged and assessments used to ensure individual needs are met. They were also asked to use nursery routines such as snack time to develop children's skills in independence.

The manager ensures that two staff are always on the premises while children are present. Children are protected as a portable sink with running water has been installed in the baby room. Staff can now wash their hands regularly throughout the day. Policies and procedures are regularly updated, and the manager has regard to the National Standards when updating them. Children receiving nursery education have access to their own base room which is well organised. Staff supervise children well to ensure they are busy and engaged at all times. A new play leader takes responsibility for planning of sessions and she has a good understanding of the Foundation Stage. She uses regular observation and assessment records to track children's progress and plan for the next steps in learning. Children are independent at snack and meal times. Children are able to pour their own drinks and use appropriate cutlery to feed themselves.

### **Complaints since the last inspection**

Since 1st April 2004 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):

- ensure all toilets are maintained in full working order
- ensure young babies have regular access to a range of creative resources and they have regular opportunities to play outdoors

#### 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):

- use information from parents about what their child knows and can do on entry to the setting to help guide planning and set individual targets for development
- develop the outdoor play area so that it provides a stimulating learning environment.

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)