

# Balderton Village Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	253284
<b>Inspection date</b>	16 May 2007
<b>Inspector</b>	Jane Williams
<b>Setting Address</b>	173 London Road, New Balderton, Newark, Nottinghamshire, NG24 3BW
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<b>Registered person</b>	Lucy Cook & Anna Poulson
<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 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?

Balderton Village Day Nursery is privately owned and opened in November 1994. In 1999 the nursery moved to the current premises in Balderton, close to Newark. It operates from a converted detached bungalow which was extended in 2002 to accommodate 42 children. Children are organised into age/ability groups, in three separate rooms. They have access to both outdoor play spaces, consisting of two separate areas of hard surface and a grassed area.

There are currently over 80 children on the register, this includes children of either three or four years of age who receive nursery education funding. The nursery has links with Newark and Sherwood college for staff recruitment and training, as the proprietor is a National Vocational Qualification Assessor.

The nursery opens Monday to Friday from 07:30 to 18:00, throughout the year, with one week's closure at Christmas. Of the 14 staff who work with the children, six hold the higher level of childcare and education qualification, and five have acquired the level two.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a clean and well-maintained environment. Their good health is promoted through appropriate hygiene practices. Staff are vigilant in ensuring tables are cleaned with antibacterial sprays before snacks and meals. Toys and equipment are checked and kept clean. Children learn good personal hygiene through daily routines such as washing hands before eating and after using the toilet. Older children understand the need to protect themselves from germs in order to prevent illness. The setting keeps pet animals outdoors and procedures are in place to ensure they are kept healthy and their cages are clean so that children's own health is protected. The well-being of children is ensured as the setting takes positive steps if children are ill or have an accident. Clear accident and medication records are kept and appropriate parental signatures are obtained from parents. Current first aid certificates are maintained by staff and an accident and emergency policy is in place. Children are able to rest and sleep according to their own needs. Babies and young children sleep in large prams or cots when they become tired.

Children are well nourished and their individual dietary needs are effectively met. Children are encouraged to develop healthy eating habits as a good selection of fruit is provided daily at snack time. Children enjoy eating the fruit and are able to discuss their favourite type of fruit. Hot meals are provided at lunch time that include fresh vegetables and meat and are cooked on the premises. Children's individual preferences and any allergies they may have are recorded and taken heed of. Fresh drinking water is available and older children are encouraged to pour their own drinks.

Children have good opportunities for fresh air and physical activities. They have access to a hard surface playground and also a garden. Children have fun playing on tricycles, tractors and other ride on toys. Older children are able to negotiate pathways taking care to avoid obstacles. Children are able to develop good physical skills as they play on balancing and climbing equipment. In wet weather younger children enjoy indoor physical activities such as moving to music and taking part in action games where they respond to staff instructions to touch their heads, knees and toes. Pre-school children have fun playing as a group with a parachute. They delight in making a ball in the centre of the parachute go up in the air and have fun taking it in turns to go under the parachute.

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

The provision is good.

Children benefit from being cared for in a welcoming and safe environment. The premises are in good repair and are welcoming. There are bright displays that include children's own work in all the rooms. Staff ensure the rooms are well ventilated, opening windows and on warm days opening any doors that lead to secure outdoor areas. Space in each of the rooms is used well with different areas designated for the range of activities provided. Toys and equipment are stored safely and are accessible to children. When outdoors children are able to play safely as the premises are secure and generally well maintained. Good risk assessments are in place for both the premises and when outings are planned. Staff are vigilant in checking the garden and play area before children go outside. When children visit local parks staff ensure equipment is safe and they supervise the children closely. Parental permissions are obtained when children go on outings.

Children have good opportunities to play with equipment that is safe, in good condition and appropriate for their stage of development. Positive steps are taken to minimise hazards, for example, children are encouraged to tidy toys away when they have finished playing with them. Their safety is further promoted through the careful monitoring of visitors and the security of the premises. Children are beginning to learn about keeping safe as they regularly take part in fire practises that are recorded in a fire log. Good arrangements are in place to ensure the welfare of children. An appropriate child protection policy is in place and staff through attending training understand safeguarding children issues and procedures.

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

The provision is good.

Children are happy within the setting. A warm and caring environment is created and children enjoy the activities and play opportunities provided. Babies are content and well supported in their development. The stimulating environment and the support of staff encourages them to learn to crawl and walk. They are able to move freely around the room, exploring the area and accessing toys that hold their interest. Planned activities allow older babies to develop skills such as matching shapes. Young children have opportunities for taking part in both planned and free choice activities. Their imagination is developed and encouraged as they enjoy creating small world environments. They have fun dressing up and preparing a picnic. They choose dressing up hats to wear and carefully set out plates and cups on a mat. Children enjoy sharing books and also looking at books independently. They are beginning to learn about the environment as they explore different materials such as sand, water and pasta. Physical and coordination skills are developed through activities such as rolling balls, dancing to music, threading and using scissors to cut paper. Staff take opportunities while children are playing to encourage areas of learning such as counting objects. A positive environment is created and children behave well. They are praised and supported in their play. Staff are using the 'Birth to three matters' framework to support their planning. Useful observations of the children are carried out and staff are beginning to make use of them when planning activities.

### **Nursery Education.**

The quality of teaching and learning is good. Children play well together and cooperate with one another. Through stories and discussion they learn the importance of sharing and considering the feelings of others. They are confident when talking to adults and their independence is promoted well. They are able to access toys and equipment easily and are encouraged to take responsibility for tasks. For example, children hand out and collect the flannels they use after meals and tidy up their own toys and equipment after use. Children behave well and are beginning to develop good self-control as they sit sensibly during story and discussion times. They are gaining a sense of their own community through discussion about their own home lives and from visits by a policeman, a nurse and a road safety lady.

They have good opportunities to develop language skills through repeating rhymes, sharing stories and chatting to one another and to staff. They are encouraged to use words such as please, thank you and good afternoon. Through the use of phonics children are beginning to link sounds and letters together. They are learning to recognise their own names and the sounds of letters at the beginning of words. An attractive range of books encourage children to develop good reading habits. They enjoy looking at books and take care of them, turning the pages sensibly and putting books away when they have finished. They have generally good opportunities for writing and mark making. They enjoy writing for a purpose, for example, writing their own letter and envelope to take home. Some children are able to write their own

name independently and are encouraged to do so. However, the use of worksheets that are not adapted for the individual and sometimes the lack of individual support means that not all children are able to make good progress in writing skills. Children have good opportunities to learn about number. They are encouraged to count objects and recognise numbers during play and when sharing books. Most children confidently count up to ten and some children are able to count beyond ten. They have some opportunities to use number in calculation, for example, when singing and acting out songs that involve subtraction. They learn about shape and measure through activities such as weighing and water play.

Children have good opportunities to make sense of the world as they investigate different materials such as sand and water. They learn about nature through planting seeds in the garden and watching them grow. They use books for reference when colouring in fish as part of an animals under the sea theme. Children enjoy biscuit making and discover how pastry feels and changes shape as they roll it flat. They learn about the local community through visits to local parks and the library. They visit an old people's home where they entertain the elderly with songs they have learnt. Through the use of calculators, electronic tills and remote control cars they learn about technology. Children enjoy looking at photographs of activities they have done in the past and are able to talk about their experiences. Children have opportunities to create models with different materials both with and without adult direction.

Staff generally have a good knowledge of the Foundation Stage and plan a broad curriculum covering all areas of learning. They provide activities that children enjoy and are interested in. Children behave well and are encouraged by staff who offer praise and support. Staff are attentive to the needs of the children, listening and talking to them. Useful observations and assessments are carried out and information is recorded for each child. Staff are beginning to make use of their observations in planning, however, they are not used fully to ensure individual support or challenge is provided in all areas of learning.

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

The provision is good.

Children are treated with equal concern and are valued by staff. They are encouraged to talk about their families and are treated with respect. Staff offer children praise and their independence is promoted effectively. Resources and activities that have positive images of people from different cultures are readily available for children to access. They learn about their own culture and other cultures through celebrating different events and festivals. An appropriate policy for children with learning difficulties and/or disabilities ensures children are supported within the setting. Children are well behaved and staff use consistent and appropriate methods to encourage this. Being thoughtful and helpful to others is promoted as the children learn how to share and talk about how they feel. The needs of the children are met through the partnership with parents and carers. Newsletters are provided regularly to inform parents of current events and outings. Parents have access to the range of policies that support the setting. A complaints policy is in place, however this requires updating. Bright displays of children's work, photos of activities and a parent's notice board ensure parents are kept informed. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children's learning and development is supported through information sharing between parents and the setting. Children's individual needs are recorded on admission. A useful brochure includes a description of the Foundation Stage and this is further supported by a display. Annual open evening provide opportunities for parents to talk to staff and discuss their children's development. Children complete workbooks covering

phonics, writing and number and these are available to parents. Parents who are able to share their knowledge and experience are encouraged to visit the setting and talk to the children.

## **Organisation**

The organisation is good.

Children benefit from being cared for by suitably qualified staff who are caring and supportive. Appropriate procedures are in place for vetting and appointment of staff. Children's needs are met through effective deployment of staff. The manager is a good role model and enjoys the wide and varied demands of the responsibility. However, limited delegation of some of the responsibilities mean that staff are not always confident with some procedures. Staff are encouraged to attend training to further develop their own knowledge and skills. Records are well maintained. Registers for children and staff clearly show times of arrival and departure. Useful policies and procedures are in place including behaviour management, special needs and a lost or uncollected child policy. However, although some policies have been reviewed some are out of date. Processes are in place for monitoring and reviewing the setting, however this is not fully effective in clearly identifying areas for development. Overall children's needs are met.

Leadership and management of the nursery education is good. The manager and staff are committed and work well as a team. Appropriate plans are in place to support the care and education of children. A broad curriculum is provided to cover all areas of learning. Information about the Foundation Stage is shared with parents. Staff are encouraged to attend training and have regular appraisals. Individual assessments of children's stages of development towards the early learning goals are in place.

## **Improvements since the last inspection**

At the last inspection a recommendation was raised to review all policies and procedures to include more information on behaviour management, special needs and uncollected children. Appropriate policies are now in place improving outcomes for children in these areas. Some policies and procedures are out of date and this is reflected in the new recommendation.

## **Complaints since the last inspection**

Since 1 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):

- continue to develop effective monitoring and reviewing of practices, policies and procedures so that areas for development can be clearly identified.

### **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):

- further develop use of children's assessments to provide appropriate support and challenge to the individual to ensure good progress is made in all areas of learning.

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)