

Brook Babes Nursery

Inspection report for early years provision

Unique Reference Number	320827
Inspection date	02 May 2007
Inspector	Katy Elizabeth Wynn
Setting Address	Troutbeck, 6 New Road, Bramham, Leeds, West Yorkshire, LS23 6QS
Telephone number	01937 849474 or 01937 842198
E-mail	brookbabes@btopenworld.com
Registered person	Brook Babes
Type of inspection	Integrated
Type of care	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.

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?

Brook Babes Nursery is one of two nurseries owned by the provider. It opened in 1999 and operates from three rooms which are part of a private residential property in the village of Bramham near Wetherby. A maximum of 30 children may attend the nursery at any one time. The nursery opens five days a week all year round, with the exception of Christmas and Easter holidays. Sessions are during 07.30 until 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 46 children from six months to four years on roll. This includes 10 funded three year olds and five funded four year olds. Children attend for a variety of sessions. Children come from a wide catchment area.

The nursery employs 12 staff and over half have an early years qualifications to National Vocational Qualification (NVQ) Level 2 or 3. Seven staff are working towards further early years recognised qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The nursery is in the process of completing the Leeds Quality Assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's emotional well-being is effectively supported because their care routines are consistent with home. Comprehensive daily, weekly and routine hygiene procedures are implemented and followed by practitioners. Nappy changing areas, table and surfaces are cleaned with anti-bacterial spray and toys for babies are sterilised minimising the risk of infection. Children show an understanding of the importance of good personal hygiene. They do this by explaining that they wash their hands to make them clean after using the toilet to stop them becoming ill from the germs. Older children manage their hygiene independently, while practitioners support younger children.

Children can access drinks at all times from their room. Further drinks are routinely offered at snack and mealtimes. Practitioners ensure that younger children drink regularly as they offer drinks throughout the day. As a result they remain hydrated. Children receive a varied balanced diet at snack and mealtimes. All the food is home cooked and children gain knowledge of the wider world through the foods they eat from different countries. They show a preference for their favourite foods as they explain which fruit they like the best. Consequently, they are learning to make choices. Information about children's dietary needs is easily available to ensure that these are met. Discussions at mealtimes are used to help children learn about what foods are good for them. Therefore, they develop an understanding of this. Children show good table manners and are learning to use cutlery.

Children receive appropriate care following accidents as they are treated by practitioners who are qualified in first aid. They are protected well from infectious illnesses as the setting implements clear procedures for children who are ill. This information and a list of communicable diseases and incubation periods are shared with parents. Consequently, they understand the necessity to care for their children at home during this time. A clear procedure is in place to ensure that children taking medication receive the required amount of the correct medicine. Practitioners provide cuddles and support to children who may not be feeling well. Consequently, they feel secure and comfortable.

Children enjoy a variety of experiences both indoors and outdoors which enhance their physical development. They use the outdoor facilities with gusto and enjoy the organised team races. They are beginning to develop an understanding of their bodies' needs, for example, after exercise they become hot and need a drink. Children show good hand-eye coordination. They do this by pouring sand and water accurately, and using craft tools and equipment, for example, scissors and colouring materials. Younger children are learning to crawl, pull themselves up to stand and walk, as practitioners effectively provide space and support for them to do this.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment because staff take effective steps to reduce any potential risks to children's safety. Detailed risk assessments are in place and reviewed regularly and staff carry out daily visual safety checks on the premises and equipment. Appropriate safety procedures and precautions are in place. Children learn to keep themselves safe by following nursery rules and safe practices. Staff gently remind them of the boundaries which help to keep them safe and tell children why they are necessary. Resources are safely

stored and within children's reach so they can make independent choices. They are encouraged to tidy away toys after use in order to prevent breakages or accidents. Children are well protected from the dangers of fire as thorough safety procedures are established and regularly maintained safety equipment is in place. Emergency evacuation procedures are displayed and adults and children are aware of them because they are practised on a regular basis.

Children's welfare is effectively protected because staff demonstrate a sound knowledge and understanding of child protection issues and procedures. They are aware of their roles and responsibilities in ensuring that children are protected from abuse. The nursery has a clearly written child protection policy and all staff have attended relevant training to help enhance their everyday practice and extend their understanding of related issues. Children are only released into the care of known adults and they are never left unsupervised with persons who have not been suitably vetted, such as visitors.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in a bright and stimulating environment. They enjoy their time at nursery because staff demonstrate a good understanding of how to effectively provide for their individual needs. The planning of opportunities for children up to the age of three is clearly linked to the 'Birth to three matters' framework and is child-focused and led. Children enjoy a varied range of activities and experiences, both indoors and outdoors, that contribute to their learning and all round development. They play outside on a daily basis, sing songs, listen to stories and have fun playing with creative materials such as paint and treasure baskets. They are able to experiment with sand and water and have opportunities to take part in cooking activities. Children are able to choose from a range of good quality and age-appropriate toys and resources that are well-organised and safely stored. Young children are gaining confidence and developing their communication skills as staff respond promptly and appropriately to their gestures and questions. Children are frequently praised for their efforts and achievements through star charts and as a result they are motivated to learn and display good levels of self-esteem.

Nursery Education

The quality of teaching and learning is satisfactory. Staff plan a range of interesting activities to support and develop children's learning. All staff have received Foundation Stage training and the more experienced staff offer help and support to those who are less experienced. The Foundation Stage curriculum guidance is used to plan a programme of activities that help children progress along the stepping stones towards the early learning goals. Staff carry out observations on children and use this information to complete assessment records. This information is not used to plan for children's next steps of learning, therefore, all children are challenged at the same level and as a consequence plans do not effectively link to children's individual learning needs. Children are motivated and interested in the wide range of activities offered. Staff deliver activities with enthusiasm and commitment and interact with the children at their level.

Staff manage children's behaviour effectively and provide them with good strategies to help them learn to manage their own behaviour. Children learn to share, take turns and take part in a group activity. Children are settled, and more able children talk freely and confidently about their home and community. They listen during group times and join in with familiar songs and stories. Children have begun to develop friendships with their peers and happily play

alongside one another. They are starting to develop their independence skills, for example, serving their own snacks, selecting resources for themselves and attending to their own personal care. Children confidently engage in activities requiring hand-eye coordination such as competently using the computer mouse and using cutlery. They are learning good pencil control, use scissors and practise pouring with sand and water.

Children use numbers during everyday activities, they count as they line up to go outside and match and sort by colour and shape during games. Children find out about living things by looking at the local environment and talking about planting and growing flowers and vegetables in the nursery garden. They enjoy watching the birds on the bird feeders. They build and construct using a good range of different materials both indoors and outdoors. They have sufficient opportunities to find out how things work and more able children are learning how to complete simple programs on the computer. Children receive a balanced range of activities because a range of teaching methods is used to ensure that learning intentions are met. Therefore, children persist in what they are doing. For example, children listen attentively to stories which practitioners read or are told using audio compact disc. Children are confident and use language effectively to organise their thoughts and explain what they are doing. They have opportunities to write and make marks and more able children are beginning to write recognisable letters and numbers. Most children can identify the initial sound of their name.

Children explore and extend their imagination through role play. The role play area is changed regularly to enable children to engage in their own make believe situations. It is currently a jungle and children are using this area to play with the small world animals and dress up. Children's creativity is developing well as they use a wide range of different materials to paint, draw, glue, stick, make models and pictures. They enjoy physical activities and regular outdoor play with a suitable variety of activities that encourage children to exercise their muscles and develop balance, control and coordination.

Helping children make a positive contribution

The provision is satisfactory.

The partnership with parents and carers is satisfactory. They are positively encouraged to become involved in their children's learning through open evenings, discussions and sharing of their child's records. This allows updated information to be collated and informs parents of their child's achievements. Parents receive adequate information at induction about the setting's policies and procedures, however some parents are not fully aware of the procedures and policies and consequently, all parties are not fully aware of the service provided. Ongoing discussion and diaries for younger children means that parents are kept informed of their child's day and routines. Practitioners show they value parents' opinions as they use questionnaires to find out about the strengths and areas of improvement for the setting. Newsletters and information displayed effectively in the setting means parents can access information easily.

All children are made very welcome in the setting as the practitioners actively work with parents to discuss their child's individual needs. Children have a good range of opportunities to learn about the wider world in which they live. For example, they learn about other cultures as they celebrate festivals throughout the year. For example, they make creative masks for Chinese New Year. All children receive equal opportunities to participate in the activities provided. Gender free play is positively encouraged. This is shown as children are encouraged to dress up or build and play with train tracks and trains. Children enjoy the social mealtimes in the toddler room and the pre-school room, however, the poor table and highchair organisation of

mealtimes in the baby room means that not all the babies are fully involved in the social interaction that takes place.

Children's behaviour is exemplary due to the consistent positive behaviour management by practitioners. Children learn to share from an early age as practitioners talk to children about taking turns, for example, when using the sand toys. Smiles and claps are used to reinforce good behaviour. Older children receive stickers for achievements. The children show they understand how to share, take turns and interact harmoniously when playing games and during activities. This shows they develop an understanding and respect for the needs of others around them. Children's social, moral, spiritual and cultural development is fostered. Practitioners place a strong emphasis on developing children's self-esteem.

Organisation

The organisation is good.

Children are cared for in a clean, welcoming and stimulating environment, where space indoors and outdoors is organised to enable children to experience a wide range of play activities. They are cared for by experienced, qualified staff who demonstrate a commitment to training to enhance their skills and knowledge. There is an effective key worker system to ensure that children feel secure and their individual needs are known.

Appropriate systems are in place to ensure the continued suitability of staff and there are robust procedures for recruitment and induction. Staff to child ratios are well-maintained and children receive a good level of interaction and supervision. Management support staff as necessary and regularly meet to discuss childcare practices. All documentation is well organised and maintained to a very good standard. Children's welfare, care and learning takes priority and is supported well by staff's implementation of the setting's policies and procedures.

The leadership and management of nursery education is satisfactory. Staff work together as a supportive team and morale is high. Management are developing systems for monitoring and evaluating the nursery education provision to ensure that observations and assessments are used to inform planning. Staff work closely with other professionals and evidently act upon any advice given. Regular discussions and staff meetings take place to consolidate staff understanding of policies and procedures and to develop strategies to enhance and improve children's care and learning. The manager conducts staff appraisals to identify individuals strengths and weaknesses and areas for professional development. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last day care inspection the nursery was asked to improve children's safety with regard to loose wires and storage of nappy changing equipment. Since the last inspection they have taken positive steps and children are cared for in a very safe environment. All the wires have been blocked in and are inaccessible and all nappy changing equipment is stored in a secure cupboard. The nursery has robust safety procedures in place and risk assessments take place daily to ensure children are fully protected.

The nursery was also asked to improve resources in the role play area and ensure children are able to make choices and decisions independently in their play. Since the last inspection the nursery has organised the rooms and storage facilities to ensure children can access their

resources thus promoting independence. They have also obtained various role play resources and are continuing to enhance and develop their activities.

At the last nursery education inspection the nursery was asked to provide more opportunities for the children to take part in mark making. Since the inspection the children make use of a mark making area and are beginning to understand that print carries meaning and are able to attempt writing for different purposes. They were also asked to improve the opportunities for children to develop their calculation skills. Children now have ample opportunities to develop calculation skills through everyday opportunities, for example, counting cups at snack time, chairs at lunch time and activities at circle time. Children are making good progress in their mathematical development.

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.

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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):

- improve the organisation of mealtimes in the baby room
- ensure parents are fully informed of new policies and 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):

- link the information gained from observations and assessments to planning to help children move onto their next stage of their 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