

RAF Boulmer Bumble Bee Full Day Care Facility

Inspection report for early years provision

Unique Reference Number	EY290017
Inspection date	10 May 2007
Inspector	Ann Marie Lefevre
Setting Address	RAF Boulmer, Portal Place, Longhoughton, Alnwick, Northumberland, NE66 3JN
Telephone number	01665 577390
E-mail	
Registered person	Bumble Bees Day Care Facility
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Bumble Bees Day Care was registered in September 2004. The setting is approved to care for a maximum of 50 children under five years at each session, however, the children attending are generally under three years. There are currently 49 children on the roll.

Children are accommodated in single storey, purpose built premises, which are situated within a residential housing estate for RAF Boulmer in the coastal village of Longhoughton. Bumble Bees is available for the children of RAF personnel and other children in the community. There is an entrance foyer, one large playroom which is divided for differing ages and activities, one small playroom and a sleep room. There is a well equipped kitchen, a nappy changing room, staff office and toilet facilities for children and for staff. Fully enclosed outdoor play areas are adjacent to the building. The setting is open each weekday from 07.30 until 18.00 all year round except for bank holidays and two weeks at Christmas.

The group is managed by the RAF trustees committee. There is a care coordinator, care manager, deputy manager, ten regular staff and two back up staff. The setting has support from an early years advisor.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have age-appropriate opportunities to learn about the importance of health and hygiene in their daily routines and activities. They are encouraged to take responsibility in relation to hygiene and wash their hands appropriately before handling food and after messy play or going to the toilet. Older children gain independence as they use the washroom which is adjacent to the main playroom. The use of liquid soap and paper towels helps to prevent cross infection. There are individual facecloths for each baby. Children gain awareness of keeping their bodies clean and healthy in ongoing discussions with staff and from the very good example demonstrated by them. Older children are happy to help tidy playthings away and younger ones learn from the positive staff role models. Hygiene in the setting is further enhanced as there is a washing machine and a dishwasher.

Children's health requirements are highlighted in the detailed recording systems and policies in relation to their needs. These are well maintained to ensure that parents and staff members are kept informed about any health issues. Accidents are clearly recorded, however, one entry has not been signed by the relevant parent or carer. Staff ensure that any recurring accidents are monitored and addressed. The medication recording system is effective and shows respect for confidentiality. Staff members complete appropriate first aid and food hygiene training. There are two well stocked first aid kits checked and replenished when necessary. In addition, effective provision is made for outings. Staff are keen to ensure that children benefit from being cared for in a really clean and healthy environment.

Younger children and babies are sensitively and well cared for during nappy changing, sleep and feeding routines. Staff wear disposable gloves and aprons for each nappy change and ensure that nappy changing mats are thoroughly cleaned after use. Babies and toddlers enjoy naps in the designated sleeping room and are checked regularly by staff. Babies are supported when having bottle feeds as they are held by staff. Toddlers benefit from joining other children and staff for meals which are seen as social events. Staff complete charts in relation to nappy changing, naps, feeds and activities, children attending all day have diaries maintained to keep their parents informed and detailed verbal feedback is given to parents and carers in relation to all children attending.

Children benefit from the healthy eating policy in the setting. They enjoy food, such as fresh fruit and raw vegetables at snack time. Meals and snacks ensure that children have a balanced and nutritious diet. Freshly prepared meals may be provided from the local school kitchen at lunchtime, menus are displayed for parents and show various options, including lasagne, tuna melt and jacket potatoes, green beans, broccoli, melon boats or mandarin cheesecake. Salad is always provided. Parents may provide packed lunches for their children if they prefer. Staff ensure that any special dietary needs are adhered to; they work closely with parents and obtain detailed information about the children to make sure that they have the necessary nutritional balance for positive growth. Children have drinks of milk or water with their food and additional drinks on demand. Jugs of water and glasses are taken outdoors for children in hot weather.

Children develop their physical and emotional well-being as they participate in many stimulating activities and projects which exercise their bodies as well as develop their thinking skills. They are confident as they use the wide range of large and small play equipment. Children benefit from being outdoors in the fresh air as they use the dedicated outdoor, well equipped play

areas for planned activities or just running around and having fun. In addition, children do lots of exciting, energetic physical activities in the playroom as they enthusiastically join in movement, songs and rhymes to help them with their learning as well as exercising their bodies. Children benefit from going for walks in the community, for example, visiting farms to see the animals. Children also develop emotionally as they build extremely positive relationships and socialise with other children and adults.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are really comfortable and welcoming and the playrooms are very well organised for children to use safely. Children access the designated childcare areas with effective, close, age appropriate supervision and support from the staff. They are encouraged to be aware of safety, both inside and outside the setting, in daily routines and activities. Staff ensure the premises are safe and secure so that children are protected. Many safety measures have been taken, for example, there is a secure entry system to the building. Heaters are securely guarded, there are finger safe strips to each door in the childcare areas and electric sockets are covered. Children learn about keeping safe in practical ways, for example, being careful when using equipment in the setting. Children are closely supervised in the enclosed outdoor play areas where they can enjoy lots of energetic activities. They also learn about road safety during their outings in the community.

Staff take many steps to ensure that children do not gain access to hazardous areas or materials. However, the kitchen door may give access to cleaning materials when the door is not totally secured. Risk assessments are undertaken in the setting each session to make sure the premises and grounds are kept safe for the children. Fire exit signs and appropriate fire fighting equipment are in place and fire drills are undertaken on a regular basis. In addition, regular RAF fire safety checks occur in the setting. Staff are vigilant and take steps to ensure that play resources, equipment and furniture are maintained in a safe and clean condition for the children attending; all items are checked frequently. Staff ensure that the toys and activities comply with safety standards and are appropriate for the age and stage of development of each child.

Children are very well protected as there is carefully planned and maintained documentation in relation to child safety in the setting. Recording systems are used in conjunction with written parental consents to ensure consistency of care for each child. Children are also protected as various staff continue to develop their awareness, knowledge and skills by participating in training, including child protection. There is a child protection policy and procedure in place. Although staff have had no concerns to date in relation to child protection issues arising in the setting, they have a clear understanding of what to be aware of, who to contact and what to record.

Helping children achieve well and enjoy what they do

The provision is good.

All children thrive and progress well as they participate in the many stimulating activities and projects that introduce new learning experiences as well as develop their existing skills. Babies, toddlers and two year olds are well supported and enjoy activities in keeping with their age and stage of development. Children explore and use their imaginations in many enjoyable and educational ways as they are sensitively guided and encouraged by the staff members. They

are fully supported in the setting allowing them to settle and benefit from the staff's affectionate and calm approach to their care and learning.

Staff have a sound awareness of the Birth to Three Matters framework and this is reflected in the actual care of all the children who attend. Children build positive relationships with staff who respond skilfully to the age range of the children attending and their individual needs. There is effective planning in place which is used well in the setting. Play resources are used skilfully to provide many learning and life experiences. There are planned and incidental education opportunities occurring throughout each session. Staff carefully monitor the children as they participate in activities and make notes of what the children are doing, this informs future planning and practice.

Children build confidence in relating to their peers and adults as they are encouraged to take a very active role in the group as they develop their growing sense of independence. Equipment and playthings are organised to allow for flexibility and spontaneity, which enables each child to choose what they want to do and introduce their own ideas. Children are very enthusiastic in their use of the play areas which allows them to develop in fun and exciting ways. They confidently use the play resources with staff and their peers.

Children enjoy activities, such as creating lovely artwork, completing puzzles or participating in games of pretend. They become familiar with written and spoken words in many ways and listen attentively to guidance from adults. Children practice formative mark making using a variety of tools and media. They enjoy story time and older ones take a very active role in discussions. Children learn about numbers and simple mathematical concepts in many activities. They develop their number recognition and counting skills using a range of resources. They learn to identify shapes and patterns as well as gain an awareness of concepts relating to dimension. Creative development features highly in the setting as children engage in lots of music and movement activities. They develop their knowledge and understanding of the natural world as they learn about animals and growing things, for example, while participating in the mini-beast topic.

Staff are skilled at using clear and simple language and guidance which enables the children to learn and progress. They have a clear understanding of how children gain independence. They help children consolidate what they have learnt and extend their awareness. Staff ensure that the setting is well organised with resources which allow the children to have effective learning experiences as well as lots of fun. There is a balanced range of activities and designated play areas reinforce children's understanding and knowledge. Children receive appropriate levels of challenge without undue pressure being put upon them.

Staff prepare very well for the sessions and ensure that all necessary materials and equipment are in place, both for the planned activities and additional free-play. Staff are sensitive to the differing needs of each child. There is a close partnership between staff and parents to ensure that each child really benefits from their placement in this setting.

Helping children make a positive contribution

The provision is good.

Children benefit from the staff's very positive attitude towards equal opportunities and respecting individual and differing needs. There is a positive community spirit in the setting and the immediate environment. Children are also building their awareness of the wider world and different cultures. They experience celebrations and festivals, such as learning about the

real meaning of Christmas as well as making decorations and cards. They also learn about less familiar religious and cultural celebrations, for example, enjoying making concertina dragons in relation to the Chinese New Year and tasting noodles and crackers. There are resources in the setting which reflect differing backgrounds. Stereotyping is discouraged and all children have the opportunity to participate in age appropriate activities according to their stages of development.

Children learn about sharing and valuing others from the good role models provided by the staff. Staff gently and sensitively support, praise and encourage all children in their daily routines and activities which helps them to develop their self-esteem, confidence and sense of belonging. Children are well behaved, they are happy and relaxed in the group and they respond well to the clear guidance from the staff. Children freely make choices in their play and daily routines and are confident as they select playthings and participate fully. Babies and toddlers are helped to explore and take part as staff introduce them stimulating activities. Overall, staff are adept at encouraging children to take a very active role in the group. All children are clearly valued by the staff, who have a sound knowledge of the children to ensure there is consistency and continuity so that each child can thrive and progress effectively.

The partnership with parents, carers and staff members is good. Parents participate in the exchange of information necessary for their child's care. They are kept well informed about daily issues and are aware of planning and topics for activities. Many lovely examples of the children's work are displayed in the setting and children take lots of their art and other craft projects home to show what they have achieved. Parents are really positive in their comments about how their children are progressing and are very happy with their care in the setting.

Organisation

The organisation is good.

Leadership and management ensure that smooth, consistent practice is in place for the benefit of all the children and their parents and carers. Staff are very professional, caring and dedicated in their approach to their work in the daily care of the children. This is reflected in all aspects in the setting, in the well organised child care areas, in the many safety measures taken and in the range of high quality resources, activities and equipment provided which help children learn and develop effectively. Clearly defined and sensitive daily routines enable children to settle well and feel secure.

Informative files, notice boards and many other means are available to enlighten staff and parents. A wide range of policies and procedures, such as child protection, behaviour management, complaints and equal opportunities are used to inform practice and protect the children. There are detailed recording systems in place including individual child records. Staff continue to update and develop these for the benefit of children attending, their parents and for the staff team. There are clear procedures to record child, staff and visitor attendance.

Children clearly benefit from the care provided and from the staff's positive attitude towards their own training and personal development. Various staff members have completed a range of relevant training relating to the health, welfare, safety and educational needs of the children. They continue to look at further development to enhance their existing good practice.

Overall, the provision meets the needs of the children for whom it provides.

Improvements since the last inspection

There were three recommendations made at the last inspection relating to ensuring that the times of child attendance are recorded, there is a record of visitors to the setting and that the child protection procedure complies with local authority guidance.

These recommendations have been addressed for the protection of children attending. In addition to the setting tick box register, there is now an attendance sheet for parents to sign and note the times their children arrive and depart. A visitor's record is in place. The child protection policy is in place which complies with local authority guidance.

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 the 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

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.

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 that all accident records are signed by the relevant parent or carer
- ensure that hazardous items and materials in the kitchen are inaccessible.

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