

# Belmont Grosvenor School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY340593
<b>Inspection date</b>	08 May 2007
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<b>Registered person</b>	Belmont Birklands School Trust Ltd
<b>Type of inspection</b>	Childcare
<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

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?

The Magic Tree Day Nursery at Belmont Grosvenor School opened in 2007 and operates from a self-contained converted stable block within the school grounds. The nursery, which is situated in Birstwith, near Harrogate is divided into two main areas, one for the under two years and one for the over two years. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all the year round. All children share access to a secure enclosed outdoor play area.

There are currently 29 children aged from four months to three years on roll. Children come from a wide catchment area, from local villages and towns.

The nursery employs four staff. All of the staff, including the manager, hold appropriate early years qualifications. Two staff are currently working towards a further qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play in a very clean environment where they learn the importance of good personal hygiene. Effective daily routines, such as washing hands before meals, and the staff's own good practice prevent cross-infection. For example, staff use anti-bacterial cleaner to wipe down tables before and after eating. The children's health is further promoted by the setting's comprehensive sickness and administration of medicines policies. In addition, all staff hold a current first aid certificate and there is a fully stocked first aid kit available.

Mealtimes are social occasions and children eat well. The children's healthy eating is encouraged as they receive nutritious food, such as raisins, banana and oranges for snacks, and chilli and rice with peas and corn for lunch, which is freshly cooked on the school premises. Within the nursery the hygienic handling of the food is assured as two of the staff have food hygiene qualifications. Children may choose to drink water or milk at snack time. They remain hydrated through the regular provision of water, though they are unable to independently access water.

Staff follow babies' individual feeding and sleeping routines. Such attention to detail is given that, as far as possible, children sleep in the same place every day. This provides continuity of care. Responsive staff build warm relationships with the children in their care. Children approach staff confidently, often just for a reassuring cuddle. This promotes young children's emotional well-being. All of the children benefit from daily access to the adjacent all-weather outdoor play area. Here they gain fresh air and exercise as they develop physical skills, kicking balls, rolling hoops and making castles in the sand pit.

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

The provision is good.

Children play in a bright and colourful environment with lots of displays of the children's artwork and mobiles to hold babies' interests. Cosy inviting areas with comfortable seating and cushions beckon older children to relax and read a book, whilst young babies enjoy safe soft play areas. Children develop independence as they freely choose their own activities from the broad range of toys and resources, which are kept in low drawers and on the floor around the room.

There is a very good range of equipment to meet the children's needs and promote their learning in all areas. For example, there are plenty of child-sized tables and chairs plus low chairs, to allow children to play and eat in groups. High priority is afforded to sleeping arrangements, since there is a specially designated quiet area where there are ample cots and beds, which allow children to rest and sleep comfortably. Children sleep safely as the staff stay with the children until they go to sleep and then monitor them regularly.

As the staff have a very good awareness of safety, potential risks are minimised. For example, the kitchen is safely gated, written risk assessments are completed, hazardous materials are inaccessible, and activities and resources are suitable for the ages of the children. The staff are vigilant in ensuring that the children are carefully supervised at all times. The premises are secure with an effective entry system, which ensures that only known visitors gain access and children cannot leave unattended. There are good procedures in place if a different adult is collecting any of the children. Further safety measures include procedures to follow if children

are uncollected. However, the provision does not have a readily accessible written policy about what to do in the event of a child being lost.

The children's welfare is further promoted because staff understand their role in relation to child protection, with two members of staff having completed specialist training. There is a written child protection policy, which includes all the correct procedures, including details of what to do if an allegation is made against a member of staff.

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

The provision is good.

All the children have access to a very wide range of toys and activities. Indoors, for instance, children have the opportunity to dress up, paint, model dough, complete number puzzles and jigsaws, build with construction toys and make marks with chalk. Outdoors, there are imaginative plans already underway to develop the garden into an exciting play area incorporating pirate islands, log trains, a growing area and climbing equipment.

Meanwhile, in the all-weather area, children make dens with cardboard boxes, water the seeds and paper flowers, make handprints in the sand pit and paint on the blackboard. Children are well stimulated and challenged as there is a rich mix of activities constantly available.

Children are happy and confidently move around the nursery selecting activities. Staff encourage children to learn social skills, such as sharing and playing together. Lots of praise and encouragement develops children's self-esteem. Children relate very well to each other and have warm relationships with the staff, who are very attentive and gentle with the children.

Babies and toddlers enjoy lots of positive interaction with their key worker, who is the member of staff the children gravitate towards and with whom they feel the most comfortable. This arrangement gives children the confidence to explore and make new discoveries. Staff value children's contributions and continually talk to them, maintaining eye contact and enabling them to see their facial expressions. Babies are encouraged to vocalise and develop language, by staff listening to them and repeating what they say.

Staff successfully use the 'Birth to three matters' framework to plan suitable activities for babies and children under three years and record their progress. Young children enjoy many activities that stimulate their senses, such as water play and sand play. When non-mobile babies look longingly at the children playing in the sand, the staff lift them into the sand pit so that they too can explore this new activity. Children benefit from being given the freedom to experiment. Consequently, sometimes very young children paint their heads or access the paint by tipping up the pots, rather than using a brush.

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

The provision is good.

Staff value the children as individuals, treating them with equal concern and respecting their differing needs, in accordance with the equal opportunities policy. A strength of the provision is the attention given to settling children, since each child has an individual settling plan, reviewed with the parents after a few weeks. Children have access to a good range of resources that reflect other cultures and celebrate festivals, such as Chinese New Year. Staff are confident about caring for children with learning difficulties and disabilities, since they have considerable relevant previous experience.

Children's behaviour is managed positively and consistently, according to the child's level of maturity and understanding and in line with the behaviour management policy. The setting focuses on positive methods, such as distraction for younger children, with a firm, 'No' if necessary, to keep them safe. Positive behaviour is rewarded with stickers and acts of kindness are recorded on leaves, which the older children proudly fix to the friendship tree.

The staff enjoy very good relationships with the parents and have extremely efficient systems in place to keep them fully informed of their children's care and development. There is a good deal of information exchanged at the outset, when parents receive information booklets from the nursery about their practices, plus the 'Birth to three matters' framework and the Foundation Stage curriculum. Continuity of care is promoted as parents are asked to complete an 'All about Me' information booklet, detailing their children's preferences and care needs. Communication with parents continues with daily feedback sheets, the opportunity to view and contribute to their children's profiles whenever they want to, and regular open evenings. In addition, parents have access to policies and information on the noticeboard and, if they have any queries, the nursery's open door policy assures them of a warm welcome at any time.

### **Organisation**

The organisation is good.

The nursery is provided by Belmont Grosvenor School, with the day-to-day responsibility resting with the manager and deputy, who are both well qualified and experienced. The nursery staff have the full backing of the school and together they are determined to achieve the highest of standards for the children in their care. All staff are employed following thorough recruitment and vetting procedures. They implement the 'Birth to three matters' framework to good effect, with one member of staff having completed specialist training. Regular appraisals and support to pursue further training opportunities ensure that the staff are motivated and up to date.

Staff create a stimulating and happy environment for the children, whilst making good use of time, space and resources. The staff work well together as a team and are deployed efficiently to maximise the children's enjoyment and development as well as safety, since the children are always well supervised. Children feel secure because the staff consistently interact with them, providing effective support and encouragement. The ample adult to child ratios, which are currently above minimum requirements, are an added bonus for the children.

There is a good range of policies and procedures in place, which provide a structure for the safe and efficient management of the setting. All of the required documentation, such as the registers, accident book and visitors' book are in place and current, with the registration certificate being prominently displayed for parents to view.

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

### **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.

## **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):

- develop children's opportunities for independence by enabling children to have free access to drinking water at all times
- ensure that the lost child policy is available at all times.

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)