

Buckden Day Nursery

Inspection report for early years provision

Unique Reference Number	EY335961
Inspection date	01 May 2007
Inspector	Diane Mary O'Neill
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Registered person	Davidson - Roberts LTD
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 good.

WHAT SORT OF SETTING IS IT?

Buckden Day Nursery is privately owned. It originally opened in 2001 and was sold to its present owner in October 2006. It operates from a converted Victorian house which is situated near the centre of the village of Buckden. A maximum of 64 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for fifty two weeks of the year, excluding Bank Holidays. All children share access to a secure, enclosed outdoor play area.

There are currently 137 children aged from three months to under five years on roll. Of these, 49 receive funding for early education. Children come from a wide catchments area. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 20 staff of whom 16, including the manager, hold appropriate early years qualifications and three staff are working towards a qualification.

The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children learn the importance of good personal hygiene through highly effective and well-planned daily routines. Younger children develop their understanding through watching others, discussion and through positive role modelling of the adults. Older children have an excellent awareness of how and why we wash our hands. All the children wash their hands before meals following snacks and after messy activities. They understand the importance of eradicating germs in order to sustain their health as they follow the well-illustrated pictures displayed in the bathroom.

Children are exceptionally well protected from infection and are extremely well taken care of if they have an accident or become ill, as staff rigorously abide by the nursery's health and safety procedures. For example, a majority of the staff hold a current first aid qualification and there is a rolling programme to ensure this is continually maintained. Staff wear different colour-coded aprons when changing children and serving food to ensure cross contamination is minimised. This very good practice is further extended as staff take a portable first aid kit and cloths for cleaning children's hands when outside in the garden and on visits. The nursery has a thorough written sickness policy which clearly stipulates exclusion periods for childhood communicable diseases. This is openly shared and implemented in partnership with parents. Comprehensive documentation for administering first aid and implementing emergency procedures ensures children are fully protected.

Children benefit from an excellent well-presented and planned healthy nutritional diet. The nursery devises a three weekly menu and is seasonally based to ensure children get fresh, available ingredients that contribute to their good health. The cook and staff work with the 'Eating well for under fives' in consultation with the local authority guidance. Meals on offer cater for all individual dietary needs which is reflected in the excellent choices available. Comprehensive information on individual dietary needs ensures the children's needs are met. For example, the nursery provides no eggs or products with egg in in order to protect children's health and well-being. Children thoroughly enjoy the meals and snacks and are encouraged to try new tastes to develop their experiences. For example, very young children have healthy finger foods, such as carrot sticks and fruit. Children remain well-hydrated, as drinks are freely available throughout the day. Younger children access lidded cups whilst older children have labelled sports bottles, this further develops their independence skills.

Children enjoy an extensive and stimulating range of equipment to promote their physical development. Staff effectively use the 'Birth to three matters' guidance to offer babies and young children extremely well-planned physical activities both inside and outside of the nursery. For example, space is organised to enable positive movements, such as crawling, pulling to standing and walking around furniture inside, in addition to a separate covered play area in the garden and indoor ball pond. Older children benefit from access to a wide range of physically challenging resources. Children clearly enjoy using the garden which staff proactively promote within their planning. The outside resource is used in all weather. Children benefit from exerting themselves and developing their imagination. For example, whilst running around the garden and playing 'what's the time Mr Wolf'. This produces lots of laughter and interaction with their peers. The children also have stimulating planned weekly music and dance classes in the indoor play area. This fully promotes both their physical and creative development. Children enjoy dancing with coloured scarves and letting them float and making shapes. They rest and are

active in accordance to their individual needs. They thrive as requirements are effectively managed, young children and babies sleep contentedly in their own cots.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a stimulating, inviting, safe and secure nursery. The colourful entrance, notice boards, staff photographs and children's art work on display all help to achieve this. Children's safety and welfare is paramount to the organisation of the nursery. Staff are very vigilant when recognising hazards and take positive steps to minimise these. Risk assessments are carried out and all the staff share in the responsibility for keeping children safe. Within staff meetings health and safety is often discussed so that staff are continually reminded of their responsibility to keep children safe. Staff practise evacuation procedures with all the children on a regular basis. Fire notices are on display for everyone to see. Children's safety and well-being is positively promoted through the staff being vigilant at all times both inside and outside. Access to the premises is well monitored through the supervision and management of the entrance area. Visitors to the nursery are requested to provide identification and to record their presence on site in the visitors' book. Parents buzz the nursery door bell and are let in by staff to enable them to gain access to the building. They sign their children in and out of the nursery attendance book which helps to ensure the effective deployment of staff at all times and maintain children's safety.

Children use a broad range of safe, good quality and developmentally appropriate toys, furniture and equipment. These are extensively organised throughout the setting in child-height storage units or baskets set on the floor. This encourages all children to become independent and gain safe access to their resources. In all the rooms children are encouraged to help tidy toys away and notify an adult if something is broken. Sensitive reminders by staff encourage children to share in taking responsibility for their own safety and that of others. The inside play space is spacious, bright, airy and well-organised within all the rooms making it a happy and relaxed environment for the children. Outside they have good access to a fully enclosed area that is monitored at all times by staff. Within this area the children have a very good variety of equipment that enables all areas of their physical development to be challenged. If weather is poor then children have access to a spacious indoor play space in which to further enhance and develop their physical skills.

Children are well protected by staff who have a clear understanding of child protection policies and procedures and give priority to children's welfare. Staff are confident in their knowledge of child protection, reporting concerns appropriately to senior staff. Documentation is in place to support them in the event of any concerns. The nursery has a regular training programme in place to ensure staff members' knowledge and understanding is continually up to date so children's welfare is fully safeguarded.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are exceedingly happy, contented and thrive well in this secure, stimulating and caring environment. They confidently access the inspiring and challenging range of activities and are forming secure relationships with staff and other children. Staff have an extensive awareness of the 'Birth to three matters' framework and this has a highly positive impact on the younger children's enjoyment and achievements. Staff effectively plan activities in line with this

framework and have gained a secure knowledge about how and what children can learn. Babies and young children receive lots of cuddles and have developed strong bonds with their key worker which increases their sense of well-being and contentment. They clearly benefit from the well-established routines which are consistent with those at home. The children enjoy exploring sensory and tactile resources which enables them to begin to develop their investigation and exploratory skills. They show wonder and surprise at what they see and feel during this activity. Staff's dedication to the children has positive effects on their learning and contentment.

Children have excellent opportunities to explore their world through various play activities and a very supportive and knowledgeable staff team. Children develop good communication skills as they respond to others around them. With the use of verbal and non-verbal language they make their needs known to staff who are adept at interpreting these needs. Babies enjoy kicking their legs, making noises and gurgling happily as they look in a mirror when staff speak to them. Younger children are animated and eager to take part in activities, for example, they enjoy playing with the parachute as they try to flick small balls within it, this causes lots of laughter and glee from the children. They also enjoy joining in running in and out of the parachute. Children's mobility is extended through first-hand support offered by staff as they move freely and easily around their rooms. Children learn through inspiring experiences and are directly involved and extremely interested and motivated in their play. Children learn about responsibilities and are allowed to make errors, decisions and choices as they select activities and share their play with others.

Children exhibit high levels of confidence and security and this has been achieved by the consistent support and direction of staff. Older children are able to resolve their differences when any conflicts arise, therefore children's behaviour is exemplary. They are encouraged to talk about and work out their own solutions. This provides children with tools to become aware of the needs of others and negotiate differences. Younger children often seek out staff to share experiences with or to gain support for an activity.

Attractive displays all around the nursery give children pride in their work and shows they are highly valued. Staff throughout the nursery make their experiences enjoyable and meaningful which in turn aids their confidence to participate. Children are receptive to the constant praise and encouragement that is provided by staff. This has a clear impact on their self-esteem and encourages them to try new tasks and participate in activities. Children of all ages and abilities develop concepts of counting, sorting, shape, colour and problem-solving through the extensive and very well planned and managed activities which are on offer.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage. Children benefit from the enriching experiences which the staff offer them. Staff offer exceptionally well organised and planned activities and resources. They have a very good awareness of children's starting points and use this fairly well to plan the next steps in their development. Consistent staff deployment impacts positively on the children's high levels of confidence and security. Sensitive settling-in procedures builds on this giving children confidence to participate in the activities on offer. Children enjoy circle time and some are confident to join in discussions. For example, they talk about the weather and things they have done at home. Staff are getting to know the children well and know when to step back and let children take over an activity, creating a realistic balance between adult-led and child-initiated play. For example, children pretend to wash their clothes in the washing machine

and staff talk to them about the clothes and why they are being washed, these ongoing discussions help the children extend the use of their imagination and communication skills.

Children are absorbed and happy in the activities provided. Staff are extremely well skilled at extending the range of activities which supports the children's learning and enables them to make appropriate progress. Children have a strong sense of belonging as they have an awareness of routine, for example, where to hang their coats when they arrive, the layout of the room and choice of play materials. They are developing friendships and seek out friends to share activities with. Behaviour is excellent. Children respond well to direction, more able children resolve their own conflicts and some will seek support. For example, when two children push one another staff get down and talk quietly to the children who say sorry to each other and then carry on playing their game. Older children recognise that they can make mistakes, but through high levels of encouragement staff help the children to develop coping skills which aids them to move forward.

Staff ensure children have extensive opportunities to learn through play. They start at a child's base line to encourage them to develop the skills required to ensure their progression. Staff are adept at providing opportunities to help encourage children to succeed in simple ways. For example, staff give clues when discussing the days of the week. This in turn helps children build their confidence and self-esteem. Children enjoy using language in their imaginative play and during group discussion. For example, children talk about the pictures in the story book and relate it to their hair colour. Some said 'freckles are got by the sun kissing you' another child speaks of braces helping to make your teeth straight. Children spend time discovering their mark-making skills and are starting to enjoy books and stories. Simple labels around the room and seeing their names on the name cards they use at snack times develop children's early word recognition. Children are confident counters and have excellent opportunities to practise these skills within songs and counting objects such as the pictures in a story. Children count each other while waiting to go into the garden. Children have a growing concept of matching, sorting, size, shape and simple problem-solving skills. These are gradually introduced through a range of well planned activities, as the children are ready.

Children have good opportunities to extend their knowledge and understanding of the world around them. For example, they enjoy playing with a remote controlled ladybird, bee and caterpillar. They confidently start the toys and use the remote controls to make them move. This fascinates some of the children. The children are able to explore nature at first hand in their garden. They have a growing area where the children take part in planting things to grow such as vegetables. Creative activities give children a sense of achievements, as they are able to create spontaneously using their imaginations and skills. Children thoroughly enjoy taking part in music and movement as well as singing and actions songs.

Children's achievements are clearly linked to the stepping stones. Staff members' overall knowledge of the Foundation Stage enables the use of on-going observations and some effective planning to devise the next steps in children's learning. However, there are occasions when this is not clearly recorded so children's next steps and further challenges for their learning are not obvious.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the nursery. They attend from a variety of backgrounds, are highly valued as individuals and their needs are effectively met through the very committed

and supportive staff team. The staff team endeavour to ensure that the resources positively represent the children who attend as well as individuals from the wider community. However, resources, topics as well as staff's knowledge and understanding of the wider world require further development in order to extend children's learning.

Children's behaviour is exemplary within the nursery. Good role models and outstanding staff support for the children ensures any incident is dealt with calmly and with consideration for all involved. There is an excellent team spirit throughout the nursery with children getting on with one another, playing happily together, being respectful of each other and sharing resources. Children's spiritual, moral, social and cultural development is fostered. All children are valued and respected as individuals and all their needs are well documented and implemented. Staff recognise that some children will need extra care and attention, and work very hard at including all children within the setting, working closely with the special educational needs co-ordinator within the nursery as well as obtaining outside support to ensure children's individual needs are met.

The partnership with parents and carers is good. Parents are provided with good quality information about the setting and its provision. This is achieved through an informative prospectus which outlines the activities children will be involved in as well as linking in with the Curriculum for the foundation stage. Further useful information is provided through notice boards, newsletters, a parents' forum and day to day communication with the staff. Parents are encouraged to share what they know about their children with the staff and key workers. This gives staff and parents an understanding how children will make progress with their learning. This well-organised system of sharing information enables parents to be involved in their children's learning and continue to further support their children's learning at home.

This successful partnership with parents contributes significantly to children's sense of belonging, security and well-being. Parents are warmly welcomed into the nursery where staff are on hand to discuss any issues and share information. For example, they are invited to regular open days and have appointment times for more formal exchange of information about their child's progress and achievements. Parents of younger children have informative documentation within the prospectus about the 'Birth to three matters' framework and how staff are using this to extend and enhance their children's learning through fun and play. Staff members' friendly and open attitude promotes the positive relationships which impact on the children's sense of well-being and security within the setting. Parents speak knowingly and enthusiastically about the nursery and like the open-door policy that the nursery has.

Organisation

The organisation is outstanding.

The leadership and management of the nursery education is good. Children's care is greatly enhanced by the strong management and committed and dedicated staff team. This benefits all the children as they move through the nursery from baby room to pre-school. The nursery management and staff team continually enhance their knowledge through extensive training. The management team are responsible for all aspects of the nursery including staff supervision and employment, ratios and deployment, operational plan, staff training and qualifications. All staff have excellent knowledge and understanding of the National Standards which they effectively promote throughout the nursery to ensure the well-being and progression of all the children. The staff team have a sound knowledge of the 'Birth to three matters' framework and the Foundation Stage. High regard for the well-being of the children, their group sizes,

adult support, enjoyment and achievements contributes to the overall effectiveness of the organisation of the nursery.

The premises are extremely well organised. Indoor and outdoor space is set out to ensure children obtain the maximum enjoyment and play opportunities that will enhance all areas of their development and learning. Children arrive and are keen to participate in the nursery lifestyle and freely move around talking to staff and their peers about home experiences. Staff work effectively as a team, moving with the flow of children to where they can actively involve themselves in the children's play.

Well-organised records and documents ensure children's welfare is paramount and enables parents to play an active role in their child's care and development. All required documentation is thoroughly organised and implemented meticulously to support the management and efficient running of this setting. There are stimulating and informative notice boards with leaflets for parents as well as an excellent day-to-day communication system to share information about their children.

Staff are extremely knowledgeable and have a secure understanding of child development. The majority of the staff team hold relevant childcare qualifications and extend their own professional development through consistent access to training and new childcare literature. The staff team have increased their knowledge through courses such as child protection, first aid, the new Early years foundation stage and 'Birth to three matters' framework. This training and commitment to improving their own knowledge and understanding enables them to effectively extend, challenge and further enhance children's learning and development. Overall the provision meets the needs of the range of 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 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):

- further expand activities and resources to positively promote children's knowledge and understanding of diversity.

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 the recording and planning system to challenge the older and more able children.

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