

Bodmin Integrated Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY277852
Inspection date	18 September 2007
Inspector	Anne-Marie Moyse
Setting Address	Berrycoombe CP School, Berrycoombe Vale, Bodmin, Cornwall, PL31 2PH
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Registered person	Happy Days Day Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care, Sessional care, Out of School 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?

Bodmin Integrated Neighbourhood Nursery was registered to provide day care in 2004. It is situated in the town of Bodmin. It operates from two sites at the Berrycombe CP School. The day nursery is in a purpose built building within the school grounds. The early years unit operates from a classroom within the main school building. This has been in operation for five years and re-registered with Happy Days provision in September 2004. This integrated neighbourhood nursery serves the local and surrounding areas.

There are currently 105 children from birth to eight years of age on roll. This includes 37 children receiving funded nursery education. Children attend for a variety of sessions. The provision supports children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The provision opens five days a week, from 07:00 until 19:00.

The nursery employs 15 staff who work with the children. Of these, one member of staff is a qualified teacher; seven staff have a level three early years qualifications; four staff are qualified to level two and three staff are currently working towards a recognised childcare qualification.

The provision receives support from Family Services, and Happy Days company employ a qualified teacher to support all the settings within the organisation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children attending the nursery have excellent opportunities to access fresh air and exercise. All children play or visit the outside play areas during the day, either on a walk around the local area or to play in the enclosed play areas. The youngest children are taken on walks in the pushchairs or play with the small equipment. Often staff extend the range of equipment available by taking out toys, such as train sets or prams, encouraging children to play imaginatively in the fresh air. The resources available are appropriate to their age and stage of development, which challenges and encourages children to explore movement and co-ordination. Older children are encouraged to climb and scramble over the large climbing equipment, developing their physical skills and strength. They enjoy racing each other or sitting in the pirate ship talking to each other and planning their play. Children are also encouraged to have quiet times for sleep and rest according to their needs and routines.

Children are well cared for in a clean and generally well-organised environment. Children learn about good hygiene routines, washing hands before they eat, and dressing appropriately before going outside to play. The staff understand the need to keep all areas of the setting clean and regular checks are made by the managers to maintain these standards. Protective clothing, such as aprons, gloves and overshoes, are used by staff and visitors to prevent cross contamination. Children's health is promoted as they are effectively cared for by the well-trained staff, who follow detailed procedures in the nursery. All documentation related to accidents and medication are meticulously recorded and shared with parents, ensuring that children's well-being is paramount.

Children are offered and benefit from a very nutritious and well-balanced diet. The main meals are varied, wholesome and freshly prepared at the setting using a good variety of fresh fruits and vegetables. Snacks and afternoon tea consists of fresh fruits, toast, or sandwiches, with healthy fillings such as cheese, marmite or bananas. Babies are fed in line with their home routine and can have the nursery foods adapted to meet their stage of development in weaning. All children's individual dietary needs are considered and staff work closely with parents to ensure that their preferences are known. Children are kept well hydrated as they are offered drinks of milk, juice or water regularly throughout the day. The older children can independently access and pour their own drinks when they need to.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe and secure within the nursery. Secure entry systems on all external doors ensure that all visitors are monitored and records maintained. As children and staff move between different parts of the provision, clear systems are in place to monitor who is present in each area at any time, which is essential in an emergency evacuation. Fire drills are regularly completed ensuring that everyone is familiar with the procedure. The setting has an evacuation kit readily accessible, which contains emergency supplies for the children in the event that they are unable to return to the setting immediately.

Children play with a wide range of safe toys and resources, which are maintained in good condition and regularly cleaned. Each room has risk assessments completed to ensure that children are kept safe. However, at times children are able to access chemicals and materials that are hazardous, which places some children at risk. Overall, children are supervised appropriately, but on occasions in the early years unit, staff are unable to supervise all children effectively, especially in the outdoor area. The setting have clear procedures and relevant documentation to ensure that children are safely taken and collected from other schools.

Children are safeguarded as all staff have a clear understanding of child protection procedures. They know their responsibilities and procedures to follow if they have any concerns over a child's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

All children thoroughly enjoy their time in the setting. Children of different ages are cared for in rooms that are stimulating and provide good resources for them to explore, which are suitable to their ages and stage of development. Each area have consistent staff who plan and present interesting activities for their children. This results in children learning through stimulating, playful activities. For example, babies relish playing with various sensory materials, including baked beans, spaghetti and paint. They are supported in all areas of development, such as crawling and standing against the small 'ballet' bar, developing their confidence. They become skilful communicators through the positive interaction with supportive staff. Older children are able to access a range of stimulating toys and resources, including the sensory light area and natural resources. Children self select their resources with staff sitting and supporting children well in their chosen activity. Books are well used throughout the nursery, with all ages enjoying listening and reading books in comfortable small groups.

The oldest children, who are cared for after school, are involved in organising and setting up their own activities. On arrival, they relax, sit and talk as a whole group. They exchange news with children from different schools and make plans for the evening's activities. They are encouraged to be independent and make good use of the outdoor facilities.

Nursery Education

The quality of teaching and learning is good. Children are enthusiastic and enjoy exploring the well organised learning environment. They are making good progress towards the early learning goals. Staff have a good understanding of the Foundation Stage and how to support children's learning. However, at times children's support is compromised by staff meeting children's diverse needs, such as comforting a new child to the group or accompanying children to the toilet. This means that opportunities for the remaining member of staff to support children's learning are reduced. Systems for maintaining assessments of children's learning are in place and staff recognise the value of these to influence the planned activities. Plans show that a range of interesting activities are provided that cover all areas of learning. Staff know the children well and individually help each child to learn and develop depending on their individual stage.

Children are encouraged to recognise their names through the self-registration system and filing their work in their own named drawers, with staff supporting children in naming the sounds of their initial letters. Children are encouraged to develop their communications skills especially at circle times and snack, with appropriate support offered to children who are

learning English as an additional language. Children develop their mathematical understanding through daily routines, such as counting how many children are present or how many children are able to join in an activity. Staff support this by encouraging children to count one more or to take one away. Children learn about the world around them by listening and discussing stories from other countries and noticing that people around the world live and dress differently. In the role-play area children use their imagination to develop their own play ideas, interacting with their friends to extend and express their own feelings and creativity.

Helping children make a positive contribution

The provision is good.

Children's individual needs are known and respected. All staff provide a friendly welcome to children who generally separate well from their parents. Children who have learning difficulties and/or disabilities are offered appropriate care. Staff work closely with parents to ensure consistent care is provided, seeking additional support and advice from outside agencies if required. Children who speak English as an additional language are supported by the staff, who patiently talk to the children to extend their vocabulary and understanding of English. Staff, throughout the provision liaise closely with parents, sharing and exchanging information on each child's day and wellbeing.

Children behave well, and are developing caring relationships with staff and their peers. They are polite and respond generally well to requests from staff, such as helping to tidy away their toys. Staff support children well in helping them to understand right from wrong and the routines of the setting. Most children settle well on arrival, with staff providing sensitive reassurance for children new to the setting. Staff establish good relationships with the parents, by conducting home visits or interviews with both the parents and children before they attend the setting. This provides a valuable opportunity for parents and staff to meet, discuss and record detailed arrangements over each child's individual care. Ongoing daily, and formal parents meetings ensure that good information is exchanged, providing consistency of care for the children. The nursery regularly seek parents' opinions and feedback through questionnaires, to help develop their provision. Children's spiritual, moral, social, and cultural development is fostered.

The partnership with parents and carers for nursery education is good. Information is gathered from parents on children's previous learning and interests, giving staff an insight into the child's stage of learning and development. The planned activities are displayed in the setting for parents to view, and newsletters are used to keep parents up-to-date with events in the nursery.

Organisation

The organisation is good.

Children play in a well organised setting where all who work with the children are suitable to so. They are cared for by staff who are dedicated and enjoy their work with children. Staff are well qualified and are supported in developing further knowledge and training in all aspects of childcare. They have clear roles and responsibilities and work together well. Staff deployment is generally good, and always meets the required ratio. However, at times staff in the early years unit are stretched to provide effective support for all children as only the minimal ratio of adults to children are employed. Consequently, children are not always supervised well or stimulated effectively, which impacts on their learning.

Children in all areas of the nursery enjoy the range of activities provided for them. The provision has clear documentation and records to support children in all aspects of their welfare. The provision meets the needs of the range of the children for whom it provides.

The leadership and management of the nursery education is good. The setting thoughtfully reflects and evaluates their practice and monitors all areas closely. They receive ongoing support and guidance by advisers both within the company and externally.

Improvements since the last inspection

At the last inspection the setting was required to ensure that children were safe when accessing the shared facilities, including the toilets and the playground. The setting have installed their own toilet facilities in the main early years unit, so children do not have to enter the school premises. The interconnecting door is kept locked keeping children secure. The children continue to use the school play area, which is fenced, but not fully secure as the gates are left open. Children are not always well supervised when using this area, and remains an issue from this inspection.

At the last nursery education inspection the setting was required to provide consistent access for all children to an appropriate learning environment. The provision have re-organised how the education provision is presented. All children now use the early years unit for their education session, improving consistency and equality for all children.

Complaints since the last inspection

Since the last inspection Ofsted received one complaint relating to National Standard 2 - Organisation and National Standard 6 - Safety. Concerns were raised that a child was able to leave the premises unsupervised. Ofsted conducted an unannounced visit to the setting. As a result of the visit, Ofsted set two actions under National Standard 2 and National Standard 6. The provider took action immediately and Ofsted was satisfied that by taking these steps the provider remained qualified for registration.

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 provider has maintained a record of this complaint.

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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):

- ensure that children are unable to access any hazardous materials and equipment, and are supervised effectively at all times in the outdoor area

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):

- review the organisation of the early years unit and nursery education provision to ensure that children are well supported in their care and learning (also applies to Care)

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