

# Barnabas House Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	301664
<b>Inspection date</b>	24 October 2007
<b>Inspector</b>	Christine Fraser Turner
<b>Setting Address</b>	Watery Lane, Darwen, Lancashire, BB3 2ET
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<b>Registered person</b>	Barnabus Schools Out Link Limited
<b>Type of inspection</b>	Integrated
<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 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?

Barnabas House Day Nursery is one of two childcare provisions owned by Barnabas Schools Out Link Limited. The nursery opened in 1988 and operates from a single story building situated in Darwen near Blackburn. A maximum of 47 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 until 17.45 for 51 weeks of the year. Children have access to a secure enclosed play area that is subdivided to enable children of different ages to use it safely.

There are currently 68 children aged from birth to under five years on roll. Of these 14 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports children with disabilities.

The nursery employs 15 staff, including a cook. There are 12 staff, including the manager, that hold appropriate early years qualifications. There are three staff working towards a relevant childcare qualification.

The nursery has links with the local authority through their development workers.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are protected from infection and are well taken care of if they have an accident or become ill because practitioners follow current and appropriate health and hygiene guidelines, policies and procedures. Parents are kept well informed about the nursery health policy so children do not attend if they are ill.

Children learn to understand about simple good health and hygiene practices, for example, they wash their hand before eating and after using the bathroom. Older children understand the importance of washing their hands to get rid of germs and the consequences if they do not wash their hands.

Children are well nourished and benefit from the introduction of a new menu that provides healthy meals because staff use information designed specifically for children's nutrition. They have good access to drinks throughout the day. However, drinks are less accessible at mealtimes. Children learn about healthy eating through topics on food such as, which foods are good for you. They learn about the importance of taking care of their teeth through involvement in the 'smiling for life' accreditation scheme. Children have their health and dietary needs met well because staff work effectively with parents.

Children rest and sleep according to their individual needs because staff discuss sleep routines with parents. Comfortable areas are available throughout the nursery for children to rest on beanbags or comfortable chairs, for example, in book areas.

Children enjoy physical play both indoors and outdoors. Staff plan time for all children to benefit from outdoor play. They enjoy well-planned interesting experiences such as, the using of pulleys and a bucket to lift stone, under staff supervision. They develop gross motor skill using bikes. Staff provide challenges for children to step on the stepping-stones. Children take part in planned sessions in doors for music and movement.

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

The provision is good.

Children are cared for in a welcoming, mainly secure, safe indoor and mainly safe outdoor environment. One of the internal gates, that provides additional security when parents are collecting children, is broken and has been removed. There are examples of children's work and photographs of children playing throughout the nursery and notice boards for parents with relevant information.

Children use good quality, suitable and safe equipment. Children of all ages can readily access their toys and staff make sure that babies can reach their toys by putting them nearby. Additional resources are added to existing toys through the effective use of a 'wish list', for example, children now have more programmable toys.

Children learn about keeping themselves safe as they are reminded to pick things up from the floor because they could slip on them. They are kept safe on outings through effective written procedures that are followed by staff. Children learn about road safety through visits from the road safety team.

Children are safeguarded because staff have a good understanding of their role in child protection and are able to put procedures into practice when necessary.

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

The provision is good.

Children are happy in the nursery and settle easily into activities as they arrive because staff are there to greet them. Children take part in a good range of activities that support their development and learning. Children are encouraged to be independent and choose their own activities, for example, a child getting her apron on before painting. Children play in small groups and enjoy listening to stories and joining in with singing. Children have planned access to creative activities such as painting and collage. They enjoy playing in sand and water and select the resources carefully from the well-planned units. Children concentrate well on their self-chosen activities and soon take responsibility for helping to clear up any spills because staff provide child sized tools to encourage them, for example, children enjoy sweeping up the sand. Staff use the 'Birth to three matters' framework to plan activities for children under three and record their achievements in their learning journal. Children benefit from planning that ensures that all children experience everything and do not miss out. Children have good relationships with staff and children play happily alongside each other, for example, in the home corner.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and use this knowledge to plan an interesting environment that supports children's learning through well-planned continuous provision. Children benefit from staff building on what children already know and can do through an effective transition process within the nursery. All staff are involved in planning activities and share their observations and assessments and use them to inform on future the planning.

Children are confident to make their own choices for play during continuous provision. They are independent and encouraged to put on their own coats and take responsibility for taking care of toys. Children use their initiative and concentrate well on self-chosen activities, for example, one child wanted to paint a 'big' picture and used a large mirror in the room to paint until the picture was completed to their satisfaction. Children enjoy books and staff encourage their interest by using books around the room relating to the current topic. They listen well at story time and join in appropriately, for example, with the sounds. Children are able to recognise their name and most children can say the initial sound with some children saying all the letters in their name. A well-resourced mark making area is available and writing materials are readily available in all areas. Children attempt to write their own name.

Children learn to count as part of the daily routine, for example, counting how many children at mealtimes and staff asking them how many plates they need. Children are learning about shape as they build with bricks and staff introduce appropriate mathematical language talking about a 'few left' and discussing the shapes. Children learn to sort and match as they play with Russian dolls. Children plant herbs and vegetables in their garden and learn to take care of them. They have good access to resources for investigation such as, magnets and are confident to use the mouse on the computer. They meet people in the community, for example, police officers and fire fighter through pre-arranged visits. Children use their imagination well as they play together in the home corner.

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

The provision is good.

Children are cared for by staff who work with parents to meet individual children's needs and ensure they are included fully in the life of the setting. Good settling in procedures help parents to share information on their child with their child's key worker on their daily routine and likes and dislikes before children start nursery. Good procedures are also in place to help children move easily within the nursery to the next age group because they visit the new areas with their key worker.

Children and parents are greeted warmly by staff as they arrive and are confident to make their own choices for play from the wide variety of toys around them. They behave well and staff act as good role models. Staff use praise to encourage good behaviour and tell children why they are being praised. They spend time teaching children how to take care of their environment, encouraging them to put toys away after they have used them. Children benefit from a good range of activities and resources that help them value diversity. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They receive good quality written information on the nursery and very detailed written information on the Foundation Stage. All parents, both care and education, have good access to their child's learning journal that are sent home on a regular basis. Parents are actively encouraged to make comments. Staff do not include parents in planning the next steps for their child's learning. All parents are kept well informed about their child's day through daily discussion. Parents of children from birth to three are invited to come and discuss their child's progress during a planned week and at any other time. Parents of children on the Foundation Stage are invited to an open evening where they gain first hand experiences on what their child is learning. Good home links are in place with parents as there is a section in the planning each week that show them what they can do at home to help their child, for example, help their child to dress independently. Newsletters encourage parents to send in items related to the latest topic. Plans of children's activities are displayed on parents' notice boards. Children on the Foundation Stage take home library books to share with their parents.

## **Organisation**

The organisation is good.

Children benefit from good recruitment and vetting procedures that contribute to children being protected and cared for by staff with knowledge and understanding of child development. Good systems are in place to ensure that staffing levels positively support children's care, learning and play. Good use of time and space contributes to children's health, safety, enjoyment, achievement and ability to take part in the setting.

Comprehensive policies and procedures are in place to support the smooth running of the nursery. Detailed record systems are used well to meet children's individual needs.

The quality of leadership and management of the nursery education is good. The management team have a clear vision for nursery education and want all children to enjoy and achieve. Staff are able to identify areas of strength within the education programme and use action plans to ensure identified areas for improvement are achieved. Children benefit from detailed monitoring systems to ensure that the education programme covers all areas effectively. Comprehensive induction procedures are in place for new staff. Training has a high priority and the provision

is committed to continual improvement. Children benefit from new ideas introduced following training, for example, 'Birth to three matters' or sharing ideas with the staff team on mathematics on sorting and grading.

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

### **Improvements since the last inspection**

At the last inspection the provider agreed to improve nappy changing procedures. Children now benefit from all staff implementing the nursery's procedure for changing nappies.

### **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.

## **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):

- repair the internal gate in the outdoor play area
- review the security of the entrance to the nursery to ensure the premises remain secure.

#### **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 partnership with parents to plan for individual children's next steps for learning. (This 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](http://www.ofsted.gov.uk)