

Barnfield Day Care (North)

Inspection report for early years provision

Unique Reference Number	105255
Inspection date	14 November 2007
Inspector	Melanie Eastwell
Setting Address	New Bedford Road, Luton, Bedfordshire, LU2 7BF
Telephone number	01582 569614
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Registered person	Barnfield College
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?

Barnfield College (North) Day Nursery opened on the New Bedford Road site in 1998. The nursery operates from a self contained unit, comprising a large room with bathroom and office within the college premises in the New Bedford Road area of Luton, Bedfordshire. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 08:45 to 17:00 during college term time only. Children have access to a secure enclosed outdoor play area. There are currently 24 children aged from two to under five years on roll. Of these, 12 children receive funding for early education. The nursery is run by the college management as a service for the benefit of students attending courses on this site. The setting currently supports a number of children with learning difficulties or disabilities and also supports a number of children who speak English as an additional language. The nursery employs four members of staff, all of whom hold appropriate early years qualifications. The manager divides her time between two college sites in Luton.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's continued good health is promoted well by the staff because good routines are in place to maintain a healthy environment. Effective procedures are followed when nappies are changed such as wearing gloves and aprons and cleaning the mat between each child which protects them from cross infection. Staff are prompt in cleaning up after messy activities and tables are cleaned using anti bacterial spray before children sit down to eat. A well-stocked first aid kit is in place and children who have accidents are treated appropriately because all the staff hold current first aid certificates. Accident and medication records are kept which are signed by parents. However, the site of any injury is not consistently recorded in the accident book. Children begin to learn about effective personal hygiene because staff talk to them about germs and encourage them to wash their hands after using the toilet and before they eat. Children are able to rest and relax whenever they wish. They can sit quietly in the language room on cushions and look at books or complete a puzzle and mats are available if children need to sleep.

Children's physical skills are developing well because they have plenty of opportunities to practise climbing and balancing. They enjoy the free flow between the garden and inside play areas and benefit from the fresh air each day. Children enjoy the involvement from the staff during outside play because they support them to try new experiences such as climbing and balancing. Regular use is made of the college dance studio. Children have a great time dancing around to the music, they learn how to move quickly and slowly, throw bean bags and soft balls and use the balancing beams. Children's fine skills are developed because they have access to threading, scissors and construction toys. They practise manipulating puzzle pieces which encourages hand and eye co-ordination. Children bring packed lunches from home. Parents are given information about healthy choices and are asked to provide a small freeze block to keep food fresh. Snacks are provided by the nursery and include a good variety of healthy options. Children are able to serve themselves and pour their own drinks of water or milk. Children begin to learn about healthy eating through discussion with the staff who sit with them and make comments about the different foods. Meal times are very social occasions and children are able to eat at their own pace. Children do not become thirsty during the session because they are able to help themselves to drinks from a water cooler in the room whenever they wish.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's safety is given the highest priority by the staff who maintain vigilant supervision at all times. They have a very good understanding of risk and take active steps to minimise hazards to children. For example, when the group walks from the nursery to the dance studio, members of staff position themselves at the front and rear of the line, the children are instructed to hold hands with each other, they are counted before leaving and the attendance register is taken with the group. This promotes children's safety. Children are aware of how to protect themselves because they listen to discussions with the staff about the importance of holding hands and walking together and they regularly practise the emergency evacuation procedures. All visitors report to reception, sign in to the college visitors book and are greeted by a member of staff from the nursery which also has it's own visitors record. The main entrance to the nursery has a door entry system and the staff greet all parents and children. The outside play area is fully

enclosed with fencing and staff work to thorough risk assessments and make daily checks of the inside and outside areas before the children arrive.

Children's development is promoted through an extensive range of play materials and equipment which are safe, suitable and cover all areas of development. Children are actively encouraged to self select their own activities from the low-level units and drawers which develops their independence and choice making skills. They begin to learn to take responsibility because they tidy away the toys when they have finished with them. Children can also choose to take part in an adult led activity such as baking or art and craft. They are able to move around the setting freely and select their own paper, scissors, glue, paint and mark making materials because the staff support them to be confident. Children's welfare is well safeguarded because all the staff fully understand their role and responsibility to follow the written procedures for recording and reporting all child protection concerns. The required documentation is in place, the staff have completed further training regarding safeguarding children and confidentiality is always maintained in the event of concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children demonstrate that they are happy, confident and relaxed in the nursery. They seek support and reassurance from the staff as they require and independently access the activities and play materials. Children enjoy working independently with the activities and are encouraged to make decisions. For example, a small group decide to put glitter and sequins in the water tray and are curious to see the glitter stick to their hands. They proceed to immersing a doll and laugh as the doll emerges from the water sparkling with the glitter and sequins. All children are encouraged to join in with the group time. The staff are fully aware of those who require extra support and ensure the activities during this time engage the children. For example, they enjoy a game where a ball is rolled to each other while singing a song. All children are given the opportunity to speak and they are encouraged to listen to their friends. They enjoy working with the play dough and benefit from the input from a member of staff because she talks to them about what they are doing and encourages discussion while introducing new descriptive words. They use a variety of tools to shape the dough and make pretend food. The interaction from the staff develops children's self-esteem and confidence.

Nursery Education

Children are interested and motivated to learn because they select their own activities. The nursery ethos is to actively encourage children to make choices about what they do and the system works extremely well. The staff are highly supportive of the children who manage competently to find the toys they want and to play constructively with them before tidying them away. Their confidence is promoted because the staff value what they do and take plenty of photographs of children engaged in their activities which are displayed with captions of what the children say about their work. Children are developing secure relationships with the staff and their peers. They work together in co-operative play and are generally able to take turns and to listen to others views and opinions. Children's independence skills are actively encouraged. They self select all of their activities, serve themselves to food at snack time, hang up their own coats and help themselves to drinks from the water cooler. Most children are confident to speak in both small and large groups, they join in with songs and action rhymes enthusiastically. The staff are skilled in keeping the pace going at the correct level to keep the children interested. They have their vocabulary extended through discussion with the staff. For example, a child notices a reflection dancing on the wall and points to it, trying to touch

it. A member of staff explains to the child about the reflection being from the disco balls hanging outside the window, the child then looks out of the window says 'reflection' and 'sunny' and smiles at the member of staff. Children have access to books at all times. They use the book area spontaneously and some can re-tell stories from the pictures. They have opportunities to recognise their names because they use place mats at lunchtime and post their names in a box when they collect their lunchbox. Children are able to access the mark making materials whenever they wish and some attempt to write their names.

Children are developing an awareness of numbers because the staff introduce counting at every opportunity. For example, children count each other, how many cups are needed and how many items they have in front of them such as bricks. Sand and water play are available every session which enables children to explore capacity. They fill up and empty a variety of containers and talk about the bottles being of different size using language including 'bigger' and 'smaller'. Children's knowledge and understanding of the world is developing well. They are able to explore a wide selection of materials and construct different buildings using bricks. They enjoy using the computer and are able to use the mouse to navigate around the programme and show pleasure when their efforts are rewarded with a funny noise. They have been involved in a variety of activities to grow plants which helps them learn about the need for water and light. Children's creative skills are enhanced because they are able to select their own papers and paints. They select the colour of powder paint they want and mix it up themselves. They watch as the colours run together and say 'round and round' as they swirl their paintbrush across the paper. Children enjoy music, they can access the compact disc player and choose different styles of music to listen to. They are able to move around to the music in the dance studio and do this enthusiastically. Some children choose their own musical instruments and the staff demonstrate how to use them to achieve a pleasing result.

The quality of teaching and learning is good. The staff are highly efficient at providing children with a successful learning environment. They use the high adult to child ratio to the best advantage by sitting with the children and successfully engaging them in their chosen activities. Their confidence and self-esteem is promoted because the staff talk to them about what they are doing and ask questions, the staff show skill and a genuine interest in what the children are doing. The learning environment is successful because the staff are confident in their knowledge of the Foundation Stage and the Early Years Foundation Stage which has recently been introduced to the planning and assessment of the children's achievements. Children clearly benefit from the system which allows them to choose their own activities. Staff leave the tables clear and children confidently access toys from the units and baskets. The staff are aware of all the children because of the high adult to child ratio and this enables them to be aware of children who do not access activities covering all areas of development. Key workers make records each half term of individual children's levels of 'well-being' using a recognised system. This enables staff to identify whether they are meeting individual children's needs through correctly pitching the activities or interaction they are giving. Staff observe children when they start attending to identify current skills and interests. These are recorded on individual 'Possible Lines Of Direction' sheets and any 'Schema's' are identified. The planning is recorded on a weekly basis. All staff are involved and adult led activities are recorded to assist with the adult led observations. If children show an interest in a particular activity or raises an issue in conversation the staff will incorporate this into the weeks activities. This ensures that the planning is fresh and acutely relevant to the children's interests which enables the staff to provide meaningful opportunities to continue children's development. Their achievements are recorded through regular written observations each week. The staff record two spontaneous and one adult led observation which also includes photographs of the children engaged in their activity. The observation sheets include a space to record the next steps for learning. However,

although the staff have recently introduced this new system and have identified the importance of clearly recording each child's next steps and the activities they will be offered to enable them to be successful these records are not yet consistently applied to all children's records of achievement.

Helping children make a positive contribution

The provision is outstanding.

Children attending demonstrate a clear sense of belonging in the setting. They are very confident to move around the room and select their own activities. The staff are always available to offer support, reassurance and guidance as they need it and are fully aware of the children's different levels of confidence. Children are learning about the wider world because they have access to a large selection of play materials and resources that show positive images of diversity through books, dressing up clothes, cooking utensils and music. They enjoy taking part in celebrations of festivals from a variety of cultures including Christian, Islam and Japanese. The staff ensure that they carry out thorough research beforehand to ensure the celebrations are relevant and meaningful to the children. All children are welcomed into the setting following careful discussion with their parents to ensure their specific, individual needs can be met before they start attending.

Children behave very well because they are learning to understand the expectations for behaviour from the calm consistent approach applied by the staff. They fully support children to learn about the boundaries using appropriate strategies which the children respond positively. These strategies include explanation about why the behaviour is unacceptable which helps children to become aware of the effect of their actions on others. Children benefit from the staff's high quality involvement in their play which contributes to good behaviour because they are actively engaged in games they have chosen themselves and they enjoy the company of the staff. Children respond to the positive body language, facial expressions and quiet voices used by the staff which encourages a harmonious environment. Therefore, children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is good. The staff actively encourage them to be involved in their child's learning through allowing children to borrow items to play with at home. This can include books, story sacks and the 'Top Tots' physical play sack. Parents have access to information about their child's learning, general childhood information and the nursery ethos through displays and notice boards. They ensure they are available to talk to parents each day about the activities their children have enjoyed or any issues that arise. Children's records are shared with their parents each half term during a meeting with the key worker. Parents are invited to include their own additions to their child's 'Possible Lines Of Direction' form if the child has any particular interests at home. This ensures a consistent approach for the children which promotes their sense of belonging and security in the setting. All the required documentation and parental consents are in place including a system to record any complaints that may arise from parents relating to the National Standards.

Organisation

The organisation is outstanding.

Overall the provision meets the needs of the range of children for whom it provides. The highly professional staff team work in a well-organised way which ensures that families are supported and individual children's needs are effectively met. Children relish their time in the setting

because they are fully supported to be confident and independent in their choices for play and activities. The staff are skilled at engaging children and promote learning and development through lively discussion and showing a genuine interest in what the children have to contribute to the group. The excellent documentation is very well organised and kept up to date and the written policies and procedures are clearly reflected in the staff's activity with the children.

Leadership and management of funded children is outstanding. The manager and team leader work very closely together and have regular meetings to discuss any issues that arise. The staff team benefit from the manager's hands on approach and although she has to divide her time between three provisions all the children know her well and approach her with confidence. Effective, rigorous systems are in place to ensure the suitability of the staff who also have induction procedures and probationary periods when they commence their employment. Staff receive annual appraisals where areas of strength and areas for further training or development are identified. Staff are actively encouraged to attend training including up to degree level and are supported in their studies. The whole setting benefits from the self-evaluation systems that are in place. Every six months a review and evaluation takes place where the staff team reflect on achievements and areas for further development in the nursery. This ensures that staff remain highly motivated and committed to continuing to improve the high quality standards of care, welfare and learning already in place for the children attending.

Improvements since the last inspection

At the last inspection the provider agreed to improve the documentation by including more detail on the attendance records for the children and staff. These records now include the time of arrival and departure of children and staff. Regarding nursery education, the provider agreed to give more emphasis to mathematical development in the planned adult-led activities. The staff have attended further training in this area which has heightened their awareness of incorporating mathematical concepts into the activities and they ensure that mathematical language is introduced into a wide variety of activities led by the staff. The action taken promotes children's awareness of mathematics and the further detail recorded in the attendance records promotes children's safety.

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 parents, which they can see on request. The record may contain complaints other than those made to Ofsted.

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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):

- ensure that sufficient detail is consistently recorded in the accident book regarding the site of any injury.

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 enhance the children's assessment records to clearly identify the next steps for learning and the activities and learning experiences that will be provided to enable them to succeed.

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