

Barney Bees Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number EY312823

Inspection date 13 September 2007

Inspector Elizabeth Juon

Setting Address Barney Bees Day Nursery, 253-257 Farnham Road, Slough, Berkshire, SL2 1HA

Telephone number 01753 539 923

E-mail

Registered person Barney Bees Day Nursery Ltd

Type of inspection Integrated

Type of care Full day 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?

Barney Bees Nursery opened in 2003 and operates from a detached, self contained building. It is situated in Slough. A maximum of 61 children may attend the nursery at any one time and a maximum of 24 children may attend the out of school club. The nursery collects children in the minibus from several local schools. The nursery is open each weekday from 07.30 to 18.30, 51 weeks a year. All children share access to a secure outdoor play area.

There are currently 85 children aged from three months to under eight years on roll. Of these 30 children receive funding for nursery education. Children come from the local and surrounding areas. The nursery currently supports with learning difficulties and disabilities and children with English as an additional language.

The nursery employs 30 staff including the manager, chef and housekeeper. Of these, 17 staff, including the manager hold appropriate early years qualifications and five staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a good understanding of healthy practices through topics and activities, for example, healthy eating and how to care for teeth. Children wash their hands independently after messy play and after using the toilet. Hygienic use of paper towels to dry hands helps to prevent the spread of infection. Staff maintain suitable hygiene routines such as wearing gloves and aprons when changing nappies to ensure children are safe from cross contamination. The housekeeper and staff maintain a clean environment for the children by actively cleaning toys and resources with a sterilising solution. All the required documentation is in place to safeguard children's welfare such as accident and medication reports. However, confidentiality is not always maintained when completing the incident records and when displaying children's individual medication needs to inform staff.

Children develop a positive attitude to physical exercise and outdoor activities in the fresh air. Children play outside on tricycles and in water play each day. They have the opportunity to grow and tend the tomato plants and are beginning to understand where food comes from. The children are regularly taken out to the nearby woodland for walks and are able to have swimming lessons. Children also competently use a good range of small equipment which includes scissors, glue spreaders and utensils.

The younger children under two years old have ample space to practise their new skills of crawling, standing and walking in a safe and secure environment. The babies have suitable age appropriate toys which encourage their development.

Children are able to rest and sleep according to their needs. The bedding is clean daily and staff monitor sleeping children closely to ensure their comfort and safety.

Children are well nourished and enjoy a variety of different food freshly cooked on the premises. Snacks are healthy as they include fruit and milk or water to drink. Children are able to have a drink at any time during the day. This ensures they remain hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment where risks are minimised. Staff effectively ensure the premises are safe and secure by carrying out a daily check for example, of the outdoor area before children go to play. They monitor all visitors to the setting to keep children safe from anyone not vetted. Children benefit from a good range of safety measures which include stairgates, fire safety precautions such as a fire blanket and a frequently practised emergency evacuation drill. The minibus is well maintained with appropriate insurance cover and fitted seat belts, to protect children on outings and during the school collections. Children are developing an awareness of their own personal safety for example, using a safe place to cross a road and holding hands with a friend. Appropriate harnesses are used in buggies and baby chairs to ensure children and babies stay safe.

There is a varied selection of accessible toys and resources for children to use. The pre-school room is well equipped but resources are not set out to be appealing to children for example the home corner. The self selection drawers are not labelled to help children independently select and also help to clear away toys into the correct storage box. The room used for the after

school club is particularly welcoming for the older age range with comfortable seating, television and football table. There is a selection of age appropriate books and games to keep school children occupied. Outside the play area is appealing with a wide selection of play equipment and a colourfully painted fence providing a cheerful backdrop for children. There is a soft surface which helps to prevent children being hurt if they fall.

Children are well protected by staff who have a good knowledge and understanding of child protection. This is maintained and updated through in-house and external training. The nursery has in-depth written policies and procedures, which staff read to be fully aware of the steps to take if they have any concerns about children in their care. This promotes the importance of children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and enjoy coming to the nursery. The staff are keen and interested in the children. They have a good awareness of the Birth to Three framework and use it to plan interesting and stimulating activities for the children. The children are developing a good sense of self and belonging. Children are eager to join in and enjoy tactile experiences with water and playdough, learning new skills through play. The good humour and ability to promote children's enjoyment is strength of the nursery. Children dress-up and dance and sing encouraged by the staff team. Good relationships are evident between adults and children. Children chatter and talk to staff who respond appropriately creating a sociable atmosphere.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a very good understanding of the Foundation Stage curriculum and refer to the stepping stones in their planning. A teacher with an early year's professional status is leading the pre-school group. The children are keen to learn and participate in the suitable range of activities offered which are well organised and accessible to children. At present the layout of the room and lack of labelling on resources does not enhance children's choice. Staff use an appropriate range of teaching methods with the children to support their learning across the curriculum. A theme runs through the planning for example, 'Under the Sea' and the link is made throughout the activities for example, children count seashells as part of a maths activity. Useful observations of children's learning are regularly made by staff. These demonstrate children's progress and are used by staff to plan the next steps in children's learning.

The children work well together, cooperate and instigate play, using their imagination and different voices to imitate 'mummy' for example, at the dolls house with small world figures. Children behave well and are polite, saying please and thank you as the helper hands around the fruit bowl. Children persevere with their tasks and demonstrate a sense of achievement, proudly showing the well-cut strips of paper which will be part of a jelly fish.

The children are beginning to link sounds and letters as they recognise for example, S for snake and make the sound. Children can recognise their name in print on their coat pegs. However, the alphabet is displayed high out of children's immediate sight and there is no other labelling to promote children's recognition of words in print. The children make excellent attempts at writing sentences sounding out the words phonetically. However, there is no opportunity for children to write spontaneously for example in a role play situation. The Jolly Phonics reading scheme has been introduced to the children. They show an interest in books and listen well at

story time. The teachers extend children's learning by asking questions and enabling children to predict what might happen next in the story.

The children are gaining a significant understanding of the wider world on outings into the local area. They are beginning to understand how food is grown and tend and eat the tomatoes grown. Children can play with telephones occasionally but there are few other opportunities to experiment with technology in everyday situations. Children learn about cultures and traditions other than their own during planned activities for example, at Christmas, Diwali and American Independence Day.

Children have daily opportunities for outdoor play and honing their skills using larger equipment, for example, pedalling the tricycles. They play ring games with the teacher, match movement and music and have an extensive repertoire of nursery rhymes which they enjoy singing. Children appreciate the fun in singing 'Baa-baa pink sheep have you any spots'.

Children count well and are able to recognise different shapes. They measure ingredients when making their own playdough and are beginning to understand weight and capacity in water play. The children have can use their imagination and creativity in art and craft activities. Their art work is displayed and valued by staff which raises children's self esteem.

Helping children make a positive contribution

The provision is outstanding.

Children are warmly welcomed by staff who value their individuality. There is an effective key worker system to ensure each child is well known by the staff to meet their individual needs. The overall friendly atmosphere fosters inclusion of staff and children from a wide range of different backgrounds and cultures. Children develop a positive attitude to others and gain an understanding of the wider world and the local community. The nursery benefits from having a percentage of male staff which provides a balanced and normal perspective of everyday life to children. Children celebrate festivals in a simple fun way for example, by dressing up in or eating cultural foods. They have access to a range of resources and activities which provide positive images and promote diversity through play. Children regularly go out and about in the local area for example to the shop and on walks in nearby woodland using their senses to full effect as they experience nature around them.

The nursery offers excellent support for children with learning difficulties and disabilities. Staff work closely with other professionals, parents and the local area special needs coordinator to ensure children are making progress. Children benefit from staff training and ability to adapt activities and equipment to ensure children take a full an active part in the setting.

Children behave extremely well, they are given lots of praise and encouragement and learn to share and take turns to play cooperatively with their friends. The staff act as good role models setting down simple rules and consistent boundaries for children to follow. The children are kept busy and involved at all times so they do not become bored or frustrated. Good links exist between the nursery, parents, the schools from which they collect children, the Surestart service and other agencies which support and develop the families and children's, familiarity and security in the setting. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Parents are provided with high quality written information about the setting. Children benefit from very effective information sharing

with parents through newsletters, daily chats, detailed notice-boards including planning for activities. This helps parents to be aware and involved in, children's learning.

Organisation

The organisation is good.

Children are cared for by a caring, qualified staff team. Staff work well together and understand their roles and responsibility. They have the opportunity for professional development and the management actively encourages staff to attend training. Staff hold regular meetings to discuss planning for activities. Children are grouped well and the key worker system ensures appropriate support and care throughout the day. The rooms are pleasant, clean and well organised to provide ample space for children to move around freely.

All the required documentation is in place to support children's welfare. However some details displayed for staff information do not maintain children's confidentiality.

The leadership and management of nursery education is good. Staff have attended Foundation Stage training and are involved in planning for the curriculum to help children develop and progress. Assessment records are completed on a regular basis by the children's key worker to ensure children are making progress through the early years curriculum. The manager states a strength of the nursery is the staff team who are able to facilitate fun, learning and achievement to enhance children's development.

The setting meets the needs of the children for whom it provides.

Improvements since the last inspection

At the last Care inspection the provider was asked to encourage children to read and write in a variety of role play situations to stimulate dialogue, activity and thinking and to ensure the book corner display good quality books that invite the children to initiate reading.

The provider has made improvements to benefit the children. The children do have the opportunity to occasionally write in a role play setting but this continues to be an area for improvement to ensure children can access writing materials spontaneously. The book corners have a plentiful supply of books to encourage children's interest. The library service is used to ensure a varied selection is available.

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint in relation to National Standard 13; Child Protection. Ofsted carried out an unannounced visit. As a result an action was raised in regard to ensuring the Child protection procedure is followed at all times. A response was received from the provider confirming action taken to meet the National Standard. The provider remains 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.

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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 the confidentiality of documentation relating to children's personal needs is maintained at all times

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):

- develop the layout of the pre-school room to be more appealing to children and provide accessible resources which encourage spontaneous learning opportunities

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