

# Branston Community Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	253726
<b>Inspection date</b>	21 September 2007
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<b>Registered person</b>	The Governing Body of Branston Community College
<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 outstanding.

### WHAT SORT OF SETTING IS IT?

Branston Community Day Nursery has been registered since 1990. It operates from a self contained wing within the Branston Community College. The nursery has access to one main playroom incorporating a baby area, a sleep room, an art and craft room, an office/staff room, a kitchen, toilets, entrance hall and a fully enclosed outdoor area. The nursery also has the use of the extended college grounds and facilities including community lounge, library and swimming pool. The nursery serves college staff, the local community and surrounding areas.

There are currently 39 children from birth to under five years on roll. This includes 13 children who are in receipt of nursery education funding.

The nursery opens between 08:00 and 18:00, five days a week, 51 weeks of the year. Children attend a variety of sessions.

Six full-time and three part-time staff work with the children. Additionally the nursery employs two relief members of staff and two kitchen staff. All the child care staff have early years qualifications to NVQ Level 2 or 3. The nursery is involved with the Early Years Development and Childcare Partnership and is a member of the Lincoln Day Nursery Association.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's good health is promoted well by staff who effectively follow the provision's health, hygiene and sick children policies and procedures. Staff sensitively guide and support young children in learning about their personal hygiene and care, and they ensure that older children have privacy to take care of their own needs. Children understand why they must wash their hands after using the toilet and before eating and they are learning the importance of flushing toilets after use. Children use liquid soap to wash their hands and paper towels to dry them. This helps reduce the risk of cross-infection. All the staff hold current first aid certificates and the first aid box is checked regularly and is easily accessible. Minor accidents can be dealt with effectively, and if a more serious accident should occur, staff have effective emergency procedures in place.

Children gain a good understanding of healthy eating through activities and discussion. They respond quickly and accurately when staff ask them if certain foods are healthy or not. Children enjoy nutritious snacks which mainly consist of toast, fresh fruit and a choice of juices or milk. Water is available for children to help themselves to as they wish from a covered jug throughout each session. Parents can choose if they wish to send a packed lunch for their child or if they would prefer for their child to have a hot meal. Hot meals are nutritious and wholesome and include plenty of fresh vegetables. Staff sit with the children while they eat and this enables them to encourage children to try new foods and to monitor what children are eating. It also promotes positive social learning and purposeful conversations in a relaxed environment. Staff liaise well with parents to ensure they meet individual children's dietary requirements and are aware of any allergies. Comprehensive food records are maintained for babies so that parents are kept well informed about their child's daily intake of food and drink.

Children participate in a wide range of challenging physical activities inside that contribute to a healthy lifestyle. Staff plan a highly effective physical programme for all children including the babies. Frequent use is made of the community lounge for larger apparatus and more active activities. Children have fun whilst developing their large muscle skills, body control and hand-eye co-ordination, for example, through balancing, throwing and catching, crawling through a tunnel, jumping, taking part in parachute games and a variety of music and movement activities. As a result children are learning to form a healthy disposition towards exercise. Children have plenty of fresh air when they play in the outside area twice daily or go for walks around the college complex. Children's sleep routines are fully catered for to ensure that they all have ample rest and do not become over-tired.

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

The provision is good.

Children are looked after in a warm, welcoming, stimulating, environment where the play space is used effectively. The nursery is extremely well presented, with examples of the children's work, information about the setting and educational programme and photographs of the children and staff engaging in activities. The standard of presentation immediately provides parents and visitors with a favourable impression of the quality of the setting. Children develop their independence as they are able to move freely and safely around each room, or when older children take messages to other members of staff in different rooms. Staff are aware of the importance of maintaining safety both inside and outside the nursery. Full risk assessments

have been made of potential hazards, both inside and outside, and effective safety measures and procedures have been implemented to reduce the risk of harm to children. Road safety is discussed with children prior to, and during, walks around the college complex. Children respond extremely well to staff instruction and are learning to be responsible. They use a wide range of good quality, well maintained toys, books and equipment which vary according to the daily plan. Regular checks are made of all resources to ensure their continued safety and cleanliness. Children are learning the importance of keeping their toys safe as they help tidy them away after use.

The risk of accidental injury to children is minimised through the active and attentive supervision of children. Consistent daily routines and staff continuously implementing safe practices develop children's understanding of taking responsibility for their personal safety. For example, staff sensitively remind children to walk so they do not hurt themselves or others, and to hold hands when they are out walking in the college grounds so that they stay safe. Fire drills are practised regularly to ensure that children know how to evacuate the premises safely and quickly should the need arise.

Children are well protected by staff who are vigilant, attend relevant training, have a good awareness of child protection procedures and know how to put these into place should they have concerns about the welfare of a child. Children are never left alone with persons who have not been vetted. Effective procedures are in place to ensure that the staff know who will collect children at the end of each session.

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

The provision is outstanding.

The care, learning and play experiences for all children in the nursery are outstanding. Children are extremely happy, involved, and enjoy their play. A well planned balance of adult-led and child-initiated activities promotes choice and independence. Children achieve well because the staff respect and work with their individual personalities. Staff value what children have to say and listen attentively as children try to express themselves. Staff are patient and kind to children and this provides children with the confidence to persevere with tasks and to attempt new ones as they feel secure and cared for. Visitors are regularly invited to the nursery to add to children's learning experiences. For example, children participated in a four-day African event which was organised by a multicultural specialist. By engaging in African music workshops, food activities, arts and crafts, learning about different animals and costumes, the children learnt a great deal about the wider world. Children aged under three are cared for by staff who have a strong knowledge of the 'Birth to three matters' framework. Staff plan a highly effective programme for toddlers and babies and organise activities well to ensure that children of all ages and abilities gain the most from them and the learning materials. For instance, staff are assigned to key children so that strong relationships are formed and each child's preferences and needs can be catered for and met without exception. Staff recognise if a child in their key group is tired, hungry or does not like a particular activity. The staff who work with the babies do so in a separate area so that babies can explore their surroundings in safety. Planning assessments, individual progress records and daily diaries are comprehensively maintained and provide parents with excellent information about their child's care and learning opportunities.

Nursery education.

The quality of teaching and learning is outstanding. Children make rapid progress in their learning because staff have a thorough knowledge of the Foundation Stage and plan a broad,

balanced and stimulating curriculum to include all children. Staff observe and record children's starting points and progress so that activities are adapted to fully cater for individual stages of development. Staff have high expectations for children's learning, and support and challenge children appropriately to extend them to their potential. Staff are skilful communicators and deliver the learning programme with gusto and enthusiasm. The children are enthralled when staff discuss the content of the day with them at the start of the session. They become excited and eager to start work. The nursery is a hive of industry and purposeful activities that progress children in all areas of learning. This is achieved to the highest standard by knowledgeable, experienced staff who fully value the importance of promoting learning through play-based activities. Staff use a variety of interesting teaching methods to help keep children motivated, and interested such as 'Clever Cat' puppet who watches children during discussion times to help them concentrate. Staff have an excellent understanding of child development and how young children of this age learn. They successfully prioritise the curriculum throughout the year, ensuring that significant emphasis is placed on developing children's personal, social and emotional development when they first begin so that they feel secure and develop a strong sense of belonging. This is achieved to an exceptional standard through the constant use of repetition. All children are referred to by their name at all times; thus helping them to learn that they are a valued individual and also helping children to recognise each other and form friendships in a group. In the same way, shapes, numbers, songs and elements of the current topic or theme are re-visited and repeated continuously throughout the day; thus consolidating children's learning through variety. The pre-school staff in this nursery are extremely skilful teachers who are delivering an exceptionally well planned and well researched educational programme.

Children have a positive and eager disposition to learning, show good initiative and enjoy making their own decisions. They concentrate well and persevere with tasks showing increasing levels of independence, confidence and self-esteem. This is because staff plan experiences and activities that challenge children's thinking but are achievable. Children develop friendships and are kind to each other. For example, two children sitting together at lunch time discussing who likes Easter best or who likes Christmas best. Children are developing their competencies well across the four aspects of communication. This is aided by the staff who have ensured the environment is rich in print, encouraging children to speak, listen and represent their ideas in a variety of activities across the curriculum and giving them a variety of opportunities to write for a purpose. Many children are beginning to form recognisable letters and most recognise their name. Children listen attentively to stories that are expressively read, contribute to discussions, listen to each other and ask questions.

Staff skilfully introduce mathematical concepts into all areas of the curriculum resulting in children counting and using mathematical language, problem solving skills and the idea of pattern with developing confidence. Children have great fun talking about numbers, shapes and colours when they make their house pictures as a mathematical activity. Older children can count extremely well and can recognise a wide range of colours and shapes. They can apply their knowledge to different contexts which shows that they are really understanding things, for example when out on their shape walk children could recognise rectangles in the paving slabs, triangles in the brick work and sign posts, circles in the street lights. Children have good spatial awareness as they successfully fit their shapes onto a pre-cut size of paper. They are precise when placing the glue and shapes neatly on to the page and when using scissors to cut round the edges of their shapes. Children have many opportunities to explore, gather information and satisfy their curiosity through first hand experiences which helps them make sense of the world and bring learning to life. For example, they take sunflower seeds home to grow in their own garden. They are provided with cameras so that they can photograph the progress of their

sun flower and share their individual experiences with the other children at nursery. They learn that living things need to be cared for, and that over time all living things change and that nothing is permanent. Children are developing a good understanding of time and place and use a computer, programmable toys and everyday technology extremely well to support their learning. Staff value children's creativity. They encourage children to use their own ideas and express themselves imaginatively. This enables children to make connections between one area of learning and another. Children enjoy free painting and a wide variety of crafts, and are proud of what they produce. Staff fully promote children's self-esteem as they adorn the walls with an array of children's art work and achievements. Children in this nursery are achieving to an exceptionally high standard and will leave the setting as motivated and capable young learners.

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

The provision is good.

Staff promote equality of opportunity effectively in all areas of the nursery. They ensure all children's needs are met by gathering comprehensive information from their parents. Children are happy, settled and play an active part in the life of the nursery. They feel a sense of belonging as they help tidy away, set out chairs for snack time and chat happily to staff and peers. They are proud of the art work they produce and activities they complete and feel confident that their efforts are valued and appreciated through the praise they are given from staff. Children with learning difficulties and disabilities are fully included in the life of the nursery. Staff positively promote their welfare and development by working closely with parents and other professionals, accessing relevant training and using individual educational plans and home-setting diaries as needed. This ensures children are able to gain the most from each session.

Children develop a positive attitude and respect for others through accessing resources that show positive images of culture, ethnicity, gender and disability. Children increase their awareness of their own and differing religions and cultures through well researched and planned activities including celebrating a variety of festivals. Positive, consistent strategies are used to manage children's behaviour. Staff take into account children's level of understanding and use praise, encouragement, redirection and clear explanations well to ensure that children are aware of what is expected of them. This helps create a calm but positive atmosphere where children develop an understanding of right and wrong. Children are extremely polite and their behaviour is exemplary. Staff are excellent role models who treat children with great respect. Children are kind to each other and help each other as needed. For instance, children work together to help tidy up before snack time. Children's spiritual, moral, social and cultural development is fostered.

Parents are kept well informed about the care their child receives, and daily discussions take place so that staff can ensure they meet any changing or developing needs instantly. Parents have access to all policies and procedures. The customer care complaints procedure is posted in the entrance foyer for parents should a parent need to use this, however the address and telephone number is currently incorrect. Daily diaries are sent home to the parents of younger children to keep them well informed and parents can access all other records for their child whenever they wish. Some of the children's records such as medication and accident records can be seen by other parents however, and are not confidential. Staff use records and observational notes extremely well to meet the individual needs of all children and implement the wishes of parents. Staff fully value parents as their child's first educator and make every effort to involve parents in all aspects of the nursery. Recently a parent group has been established so that parents can meet with each other, establish friendships, plan social events, offer suggestions and contribute their ideas through close liaison with the nursery staff.

The partnership with parents and carers is outstanding. Parents comment very positively about the nursery, mostly praising the high calibre of staff who provide the care and education for their children. Parents feel extremely well supported by the staff who are welcoming, friendly and approachable at all times. Parents receive extensive information about the nursery education programme and how this is delivered. All parents have a one-to-one 'walk and talk through' with the manager who explains all areas of learning to them and how this will be presented. Parents are given brochures and handouts which provides supporting information and invites further questions should they feel the need. Parents receive further information through the detailed operational plan, regular newsletters and discussions with staff. Parents are encouraged to support their children's learning at home. For example, they take home story bags, covering all areas of learning, to enjoy with their children. These include cameras so that parents can take photographs of their children learning in their home environment, which children can later share with their friends at nursery. They receive excellent information about the Foundation Stage and meet regularly with key staff to discuss their child's progress.

## **Organisation**

The organisation is good.

Children's care is enhanced by the well established staff group who have worked together for many years. They have a high regard for the well-being of all children and work hard to meet their individual needs. Policies and procedures are detailed and reflect the good practice that is in place. Records are accurately maintained, and the majority are stored confidentially and all are shared with parents to ensure continuity of care. Regular committee meetings and staff meetings take place to ensure the continued high standards of the setting. Formal appraisals ensure that children are well protected and are cared for by staff who are enthusiastic, knowledgeable and clear about their individual roles. This results in a happy, committed staff team who are enthusiastic and consistent in their approach. Children feel secure and develop a strong sense of their own self-worth through the effective deployment of staff with whom they have warm, friendly relationships.

The leadership and management is outstanding. The governors and staff are committed to continuing to improve the standards of care and education within the nursery pre-school. They have clear aims and objectives. Staff work extremely well as a team under the leadership of a highly motivated and dedicated manager who leads by example. Staff who work rotas exchange information about children and activities each day at the start of the session to ensure all staff are aware of any specific issues, the day's activities and their learning intentions. A staff liaison book is also used as a means of exchanging information. Effective procedures are in place to ensure that the staff know who will collect children at the end of each session. Regular key-worker discussions and evaluations of the effectiveness of what the staff and children do are used to make improvements to teaching and learning. Staff work closely with the local authority special education needs co-ordinator. Staff are highly trained and experienced and all participate in a proactive training programme. They access relevant training and professional publications which enhance their knowledge of current trends in childcare and early years education, and help generate ideas for activities. Overall children's needs are met.

## **Improvements since the last inspection**

At the last nursery education and care inspection the nursery was asked to address two areas to improve the quality of teaching, learning and care for children. These were closely linked and have both been addressed comprehensively as one item. Improvements have been made benefiting the children's learning experiences. The role of the special needs co-ordinator has

been reviewed and developed to include the co-ordination of planning and record-keeping for individual children. Improvements have been made to the planning by including details of differentiation and evaluations to enable staff to use these to inform future planning. Planning sheets have been reviewed to enable staff to include the details of differentiation on the individual educational plans. Staff meetings and planning meetings now have differentiation as a standard item on the agenda. This has been achieved to a high standard and improves the quality of care and learning for children.

### **Complaints since the last inspection**

Since the 1st of April 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 outstanding.

### **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):

- include the address and telephone number of the regulator in the complaints procedure and ensure that parents can access records about their own child without seeing those of other children.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)