

Bluebell Day Nursery

Inspection report for early years provision

Unique Reference Number	EY264757
Inspection date	19 October 2007
Inspector	Kathryn Mary Harding
Setting Address	New Park Road, Shrewsbury, Shropshire, SY1 2SP
Telephone number	01939 250234
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Registered person	Hazles Farm Childcare Ltd
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Bluebell Day Nursery in Shrewsbury opened in 2003 and is one of seven childcare settings run by Hazels Farm Childcare Ltd. It operates from two rooms in a demountable building. It is situated in the grounds of Martin Wilson Primary School. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 61 children aged from three months to under eight years on roll. Of these, three children receive funding for early education. Children come from a wide catchment area. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The nursery also offers respite care as part of the Children's Centre commitment.

The nursery employs five members of staff. All hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children are cared for in a warm, clean setting where they learn the importance of appropriate personal hygiene and personal care through the daily routines. Younger children use individual wipes to clean their hands and faces prior to eating. However, older children are not always reminded to wash their hands prior to having snack. Consequently, children's good health is not fully promoted. The setting have good procedures in place to deal with a sick child and have an informative leaflet available for parents, 'Should I keep my child at home'. Staff have a nappy changing record book to record individual children's nappy changes. However, staff do not consistently wear disposable gloves when changing nappies, consequently there is some possible risk of cross-infection.

Children begin to understand the benefits of a healthy diet as they discuss the benefits of eating fruit as opposed to biscuits. They are offered healthy and nutritious snacks and meals which are freshly prepared by staff on site. They are offered drinks such as milk and water at snack time and older children can help themselves to drinking water throughout the day, enabling them to meet their own needs if they become thirsty.

Children enjoy a wide range of activities which contribute to their good health. There are outdoor activities to help them develop control of their bodies. They go for walks around the school grounds and to the forest to help develop their physical skills. They ride around on trikes and use the slide and climbing frame. They can access a wide range of equipment such as construction sets, puzzles and small world toys to help develop their fine control skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and parents are warmly greeted by staff on arrival. The rooms of the nursery are made more welcoming by children's artwork, posters and photographs being displayed on the walls. The rooms are checked prior to the children arriving and regular written risk assessments are undertaken. However, not all sockets are inaccessible to the children, so this is a potential hazard. The setting are presently in the process of installing a hand wash basin in the kitchen area in line with environmental health requirements. The entrance door is locked and good systems are in place regarding the collection of children, helping to keep them safe.

Children independently select activities from a wide range of good quality toys and equipment, which meet safety standards and are regularly checked and cleaned. Resources are organised in open shelf storage units, at child height, encouraging children's independent access.

Children learn how to keep themselves safe as they have visitors into the setting such as fire-fighters to talk about fire safety and road safety officers to talk about safety when outdoors. They are encouraged to help tidy the resources away after use and sometimes do this spontaneously. When staff take children for a walk around the school grounds walkie-talkies are used to ensure contact is available with nursery staff to help keep children safe.

Staff have the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. Staff have a good knowledge of child protection procedures in line with the Local Safeguarding Children Board and all staff have attended a workshop on child protection matters.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The after school children have fun and enjoy their time spent in the setting. They are relaxed and staff interact very well with the children as they see if they can find an envelope for a picture they have done. As they play games, staff join in with the game and help as they make paper bracelets. They freely chatter about their favourite football teams as staff spend their time sitting and listening to them and joining in the conversations.

Children are confident in the setting's welcoming and caring environment. Staff effectively use the 'Birth to three matters' framework to guide their planning and recording of progress in the children's learning journeys. Planning for the babies and toddlers starts from the child's interests so the next steps in their development and progress are catered for.

Babies benefit from routines which are consistent with their experiences at home and staff are attentive to their needs. Children enjoy developing their senses as they paint their pictures and play with the construction sets. Staff spend time talking and supporting the children in their play. However, sometimes children are not snuggled in to drink their bottles. They take part in a good range of varied activities and play opportunities which they find enjoyable, such as exploring in the ball pool. Staff know the children well and cater for their needs appropriately, adapting the daily routine if necessary. Children throughout the nursery develop good relationships with staff and each other. They learn to share and take turns from an early age. They enjoy their time in the nursery and staff have fun with the children, giving them a sense of belonging and making them feel valued as they play 'Peepo'.

Children have opportunities to make decisions about what they want to play with, increasing their independence. They play well together on the climbing frame, taking turns to go up the slope. Staff have an appropriate understanding of child development which enables them to offer sound care.

Nursery education.

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and an appropriate understanding of how young children learn and progress. Consequently, children are making sound progress towards the early learning goals. Planning however, does not link into the stepping stones and the learning opportunities for older or more able children are not sufficiently developed. Staff use good methods to maintain children's interest. They are sensitive to children's interests during self-initiated play and use questions to extend their thinking.

Children access a good range of well chosen resources which support their development across all areas of learning. They behave well, with staff continually praising and encouraging them, enhancing their self-esteem. They confidently approach staff and help each other as one child's painting slips off the easel. They play happily together and concentrate well when completing jigsaws and putting the pegs in the board. They remind each other that they have to share the paints and talk about their pictures. At registration time they sing a song about all being good friends, promoting respect for each other. At child-led times children choose what they are going to play with and freely choose and confidently make decisions, so encouraging their independence and self-confidence.

Children confidently talk in small groups about their families. They spontaneously access books and ask staff to read them a story. They listen well and staff relay stories in a lively way, so

encouraging and motivating the children's interest in books. They visit the school library weekly and enjoy looking at a different selection of books. They access a well-resourced writing area, so enabling them to mark-make for a purpose. As they have registration time staff model handwriting as they record who is present. However, the environment is not rich in print.

As children sing number rhymes they learn to count. As they walk back from the school library they spontaneously count to 11. They learn about simple number problems in a practical way as they sing 'Five Little Leaves'. They look at the numbers as they play a number game and put the buttons on the spots on the ladybirds. However, children have limited opportunities to look at numerals or look at shape.

Children gain knowledge of the world around them and of time and place through a variety of activities. They freely talk about their families and their lives and important events to them, such as where they have been on holiday and what they did there, so making them feel valued. They look at the weather and record their findings. To gain an awareness of the world around them they have looked at Autumn and explored in the leaves. They explore and investigate when playing in the coloured water and the sand.

Children's large scale movement skills develop and improve through a wide variety of experiences, including activities to develop skills of pedalling, throwing and catching. They move confidently around the indoor and outdoor area and access a wide range of activities to develop their fine control skills including construction sets, pegs and jigsaws.

They explore using their senses, different textures and materials in the art area, but this is limited. They talk about the different colours of the fruits, what they taste like and how they feel. They play imaginatively in the home area. However, there are limited role play activities available for children's creative development to be fully promoted. They play the musical instruments in the quiet room and enjoy singing different nursery rhymes.

Systems are in place that support children with special educational needs to effectively meet their needs. This includes liaising very closely with parents, external agencies and drawing up individual education plans.

Overall, children make sound progress in all areas of learning.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued, listened to and respected as individuals. Their awareness of diversity and understanding of others is extended as the nursery have a range of activities and resources to positively reflect diversity. They look at different festivals such as Diwali and take part in activities linked in with the festival, such as making Diya lamps.

Systems are in place, such as individual education plans and staff liaise very closely with parents and external agencies to effectively promote children's learning. However, due to staff changes there is presently no Special Educational Needs Co-ordinator (SENCO) trained member of staff on site, but a member of staff is booked onto the training.

Staff have a calm, positive approach to managing children's behaviour. As a result children behave well and understand what is expected of them, so they know they have to take turns with the toys and resources. Good behaviour is encouraged as the staff give lots of praise and encouragement to the children for their efforts, enhancing their self-esteem. At snack time

good manners are encouraged and kindness and respect is promoted so children relate well to each other and learn to have consideration for others. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Staff, parents and external agencies all work together to meet each child's needs and ensure their protection. Parents are encouraged to share what they know about their child by completing a form detailing the child's routine, and daily diaries are completed for younger children. This ensures consistency of care. Parents are invited to parents' evenings to discuss their child's achievements and talk with staff daily about their child. They can attend open days, parents' evenings and are invited to social events. Parents can access lots of informative literature in the foyer area. Staff offer a parent drop-in session for families within the community. Very positive comments on the service the nursery offers have been received from parents, stating that 'the children are very happy, do lots of interesting activities and feel staff treat them very much as individuals'. A complaints procedure is in place and parents are made aware of the procedure to follow if they wish to raise any concerns.

Organisation

The organisation is satisfactory.

Policies and procedures are used effectively to promote the welfare, care and learning of children. They are shared with parents to keep them well informed about the service and their child's activities, and regularly evaluated and reviewed. This contributes to continuity in the children's care. Staff assess their overall strengths and have a plan for further improvement in place to demonstrate how they intend to move forward. They have appraisals to ensure they are all working effectively to meet the children's needs. The setting have a good range of resources to promote children's progress in all areas of learning.

Leadership and management of the setting is sound. The registered person uses effective recruitment procedures which ensure that staff are appropriately vetted and qualified. Most of the required paperwork is in place. However, children's and staff's attendances are not consistently recorded in the baby and toddler room. There have been a lot of recent staff changes in the setting. Staff are friendly and caring, and are beginning to work well together as a team to promote children's health, enjoyment and achievement. They attend regular training, demonstrating a commitment to developing their practice.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection staff agreed to: ensure Ofsted are notified of any staffing or operational changes; devise a policy outlining the procedures to be followed in the event of a child being lost; ensure the operational plan includes details of staff and their deployment; ensure information is recorded accurately on the register; ensure Ofsted are notified of any change relating to the use of the premises; ensure that the child protection policy is updated and that it includes procedures to be followed in the event of an allegation being made against a member of staff; conduct a risk assessment relating to the baby room; review and update policies and procedures to ensure that they reflect current legislation and good practice, and conduct a risk assessment relating to the use of the Sure Start (Honeysuckle Lodge) playroom, showing how any identified risks or hazards are minimised. There is now a written policy in place should a child become lost. Ofsted are notified of any changes to staffing or operational changes and

the operational plan contains details about staff and their deployment. The child protection policy has been updated, risk assessments have been undertaken in relation to the baby room and Honeysuckle Lodge and policies and procedures have been updated in line with requirements. However, at the time of inspection, the register in the baby and toddler room was not accurate and has therefore been brought forward as a recommendation at this inspection.

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 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 good hygiene procedures are consistently in place with regard to hand washing and nappy changing
- ensure all sockets are inaccessible to children
- ensure that there is a member of staff that has attended SENCO training
- ensure the times of children's and staff's arrival and departures are consistently recorded.

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):

- ensure all activities are adapted so ensuring sufficient challenge for all children in the group
- ensure the environment is rich in print and children have opportunities to look at numerals and shape
- develop further the role play area and the art area to ensure children have opportunities to express their ideas and make their own creations.

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