

# Bakewell Nursery School

Inspection report for early years provision

---

|                                |  |
|--------------------------------|--|
| <b>Unique Reference Number</b> | EY274532   |
| <b>Inspection date</b>         | 17 January 2008  |
| <b>Inspector</b>               | Joanne Baranek   |
| <b>Setting Address</b>         | Derbyshire House, Matlock Street, Bakewell, Derbyshire, DE45 1EE                                 |
| <b>Telephone number</b>        | 01629 813888   |
| <b>E-mail</b>                  | <a href="mailto:enquiries@bakewellnurseryschool.co.uk">enquiries@bakewellnurseryschool.co.uk</a> |
| <b>Registered person</b>       | Bakewell Nursery School  |
| <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?

The provision was established in 2000 and registered under new ownership as Bakewell Nursery School in December 2003.

It occupies a Grade II listed building very close to the town centre. A maximum of 52 children may attend the nursery at any one time. The nursery is open each weekday except Bank Holidays from 08:00 to 18:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 93 children aged from four months to four years four months on roll. Of these 40 children receive funding for nursery education. The nursery serves families from the market town and surrounding area.

The owner, as head of nursery, leads a staff team of 11, all of whom hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children in the provision are learning to be healthy as they wash their hands before eating and after toileting and are learning why they need to. However, within the toddler room the children are not consistently doing this, the sink they use does not have soap available and they dry their hands on the same towel. Staff do not consistently follow hygiene procedures themselves, they wipe noses without consistently washing their hands afterwards. Both of these actions lead to cross-contamination and the increased chance of infection being spread. A policy is in place to inform parents that children who are ill will not be allowed into the nursery. This is given out to parents to ensure the parents have copy of this enabling the policy to be followed. Accident forms are filled out when a child has an accident and a comprehensive policy states the procedure the provision will follow in the case of a serious incident. Records show staff request the written permission for emergency treatment when a child initially starts enabling the staff to ensure they receive any treatment they need whilst in their care.

Staff with food hygiene certificates prepare a menu of good quality food that provide the children with fresh vegetables and fruit during the day. It is made safely and hygienically and the meat is bought from the local butcher to ensure high standards are maintained. The weekly menu is displayed for the parents to see what the children have eaten during the day and the under three-year-old children have a daily sheet to inform the parents of the food they have eaten. Water is available for the children to drink during the day to ensure they remain hydrated, especially during the hot weather when the staff ensure fresh water is available outside also.

Children's physical health is promoted through active sessions during the day. They are able to engage in activities that develop both their large muscles and their small muscles. Staff encourage the children to take part in dancing activities and parachute games to give them an allround work out for both their arms and legs and raises their heart rate to develop the children's fitness levels. Small muscles are developed through activities that encourage the children to use their hands and fingers such as cutting skills, pouring and scooping activities and creative play such as painting or colouring. This helps the children to learn accuracy skills and practice through play. Interactive displays encourage the children to eat healthy and choose vegetables and fruits. Within the Foundation Stage room the displays coincide with their daily learning and staff encourage the children to complete activities around healthy eating, for example, sorting healthy food from unhealthy options. These activities together with the physical play will help children to learn to be healthy themselves and choose their own healthy options.

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

The provision is good.

Children remain safe and secure in the nursery school through robust methods the staff use to ensure all areas are suitable for the children to use. Checks are done regularly to establish an area is safe before the children access it and safety features such as socket covers and stair gates enable all areas to remain safe and secure. There is a good use of the available space within the provision and the children in each area have access to a quiet area for table top activities, a comfy area to sit and relax, and an area for more active times such as creative or construction. Whilst the children are away from the nursery school the staff ensure they are safe through vigorous risk assessments and checks once they arrive. Staff ensure they have all

the details of the adults and children on the excursion which enables them to act in the case of an emergency.

Staff provide a welcoming child-friendly environment through the equipment they use. The resources are stored in child-height drawers or on units and the setting uses silhouettes of the equipment so the children know where to put them back when they have finished with them. This creates an ordered area where children are able to choose their own toys and develops their independence. Resources are checked and cleaned regularly ensuring the children are playing with clean and safe equipment. The nursery school provides a colourful and stimulating environment and the staff take care and time in displaying the children's work and this is reflected in the quality and the ability for each display to be interactive. They include art work and creations of the children with captions about the piece of work, and photographs of the children doing lots of activities with an explanation of what the child has learnt from the different play opportunities. This gives the children a sense of pride and ownership and encourages the parents to see what their children have been doing and why.

Staff identify any potential hazards through the risk assessments they conduct on a regular basis. This enables the provision to rectify any issues or reduce the risk by placing procedures in place to prevent injuries or harm. Children are secure once within the provision as the staff ensure the door is kept locked and only people they recognise are allowed to collect the children, or visitors with identification are permitted entry. Regular fire drills help the children to be adept at filing out of the premises safely and effectively in the case of a real emergency. Equipment is available for the detection of a fire and to fight smaller blazes, keeping the children safe from this potential hazard.

Children are safeguarded because of the knowledge the staff have of child protection and their ability to identify potential signs of abuse. A comprehensive policy in their operational plan ensures the staff are aware of the procedure they should follow in the case of a suspicion, and a designated person helps the staff to talk through any concerns they may have. This policy also includes the procedure the manager will follow in the case of an allegation against a member of staff, however, this is not available readily for the parents to view as the policy within the file in the entrance hall does not reflect the comprehensive policy within the office.

Children are learning to keep themselves safe through activities planned by the staff around the potential hazards they may encounter such as road safety. The staff ensure the children have a comprehensive activity in order for them to understand fully how to keep safe on the roads. The staff use practical resources so the children can play at crossing the road at a pedestrian and zebra crossing in the safety of the nursery school.

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

The provision is outstanding.

Children are extremely confident and self-assured learners within this provision because of the excellent way in which the staff praise the children for achievements and support them to develop further, for example, a child attempts to put on her own apron but puts her head through the wrong hole. The staff member praises her attempt and then supports her by showing her how to find the correct hole easily, enabling her to learn for the next time she tries. All children are included in the activities as staff use exceptional differentiation to support and challenge the wide range of children within their care. Children's independence is fully supported they are able to choose their own activities and access both the quiet room, art area and a large activity in the hallway. They are able to dress themselves for outside activities as their belongings

are stored on pegs at their height which are labelled with their names. This encourages the children to start to recognise their names and have ownership over their own items. Staff talk to children about their home life, for example, a member of staff ask a child about pets they have at home and what they are called, what colours they are and what noises they make. This enables the child to feel extremely valued and appreciated by the staff that are caring for them, and helps the staff to have a greater understanding of their home background. The babies are cared for in a friendly warm and sociable room where their individual care needs are met by well-qualified and experienced staff who exhibit an outstanding caring attitude. They support the child's intellectual, social and physical development through carefully planned and free choice activities in which they support the children to develop at their own rate.

## Nursery Education

The quality of teaching and learning is outstanding because staff have an excellent knowledge and understanding of the Foundation Stage curriculum and they are able to link the individual stepping stones and early learning goals to the children's progress and help the children to move forward. The children are progressing at an exceptional rate towards their early learning goals and are well prepared for school at the end of their time within the nursery school. The staff have high expectations for the children and they support and challenge them in order for the children to achieve their full potential within all activities. Each individual child's capability is known to the staff and this helps them to ensure the session is pitched at the correct level. All group sessions start with the basics of the subject, enabling the newer children to be able to learn this and the more able children to recap upon what they already know, and then they progress forwards to challenge the more able children. During activities the staff uses excellent reinforcing methods bringing in knowledge they know the children already have and encourage them to use this on a daily basis.

Self-confidence and self-esteem are supported throughout the time the children attended and staff incorporate a good use of praise and stickers to support this. The children receive stickers for achievements or good behaviour and are able to talk about why they have received it and what they did to deserve this. The children are showing an excellent willingness to learn and enthusiastically join in with activities both led by the staff or chosen by themselves. They are making excellent relationships with each other, and the staff, and they talk about their friends who are not in today, and are able to tell me what days they normally attend or where they are during the session. The children are encouraged to take care of their own needs. They have water available freely so they can access this when they are thirsty, and they are able to access the toilets independently as they are in close proximity to the rooms. The children all have their own pegs for their belongings and they are encouraged by the staff to hang their coats up tidily to prevent other children falling over them, then they are able to fetch and put on their own coats when they go outside to play or when they go home. This all helps the children to be more independent and support their own needs well.

The children within the nursery school are fantastic communicators. They exhibit their skills through role play, talking socially in groups and one to one with their peers and adults within the setting. Within play they talk on the phone to staff or their friends and use situations to have a conversation, for example, ringing to arrange an appointment at the doctors the child asks what time they want to come and why they are poorly, and the role play area provides children with suggestions of subjects to talk about with pictures and resources around a theme. The staff use a system to help the children to understand the different sounds and what letters they represent, this is then linked into writing. They have constructed a system to use different characters to act as the letters, and the sounds are related to the character, for example, 'Robber

Red drives a motor bicycle and the sound is the revving of his engine, rrr'. This helps the children to remember the sounds and letters and connect them with words they hear. Staff use visual resources to help children with the letters as they dress up as the characters and encourage the children to remember the letter and the sound. The characters are displayed around the rooms to remind the children whilst they are playing and parents are informed of them so they can continue the learning at home and they understand where the sounds have originated from. This ensures the children have continuity of education. Children are supported whilst learning to write with the use of cards that they can copy over, using dot to dot letters so they can practice, and staff writing for the children to copy underneath. Displays show children's writing as explanations of what they have done and learnt and this is an excellent show of how adept the children are at letter formation.

The staff use 'Ten Town' to introduce the children to the numbers and the characters they are represented by. They are encouraged to recognise numbers in context and eventually use them in sequence to both count together with an adult, and independently. As the children's confidence increases with counting the staff introduce simple calculations such as working out how many items would be left if one or two were taken away. The children are adept at using this within their play, for example, a child makes a pretend birthday cake and when asked how many birthday candles she would have, she said four. The adult says 'are you four then', she said 'no I'm three but my next birthday cake will have four candles on it'. The children have an excellent knowledge of shapes and use their knowledge within other activities, for example, children are using peg boards to make patterns and rectangles. and the staff member asks the children if they can see any rectangles around the room and they identify a variety such as posters, name cards and tables. The children have sufficient knowledge about shapes to be able to see them within the environment. Staff introduce weighing to the children in a simple way. They are playing outside with the weighing scales and using it to work out if things they find around the garden are heavier or lighter than the objects on the other end of the scale. The children within this setting are becoming skilful in all areas of simple mathematics and are using these skills in their play.

Staff provide opportunities for the children to investigate a variety of topics, for example, 'what is magnetism?'. They give the children chance to choose a variety of resources to explore further and support or challenge the children with this by questioning and letting them to take the activity in the direction they wish to. A written table is provided for the children to place the items in, with one side being magnetic the other non-magnetic. However, the children have such a good understanding that not all objects go clearly into one group they are able to place items in the middle if they feel part is and part isn't magnetic. The staff then put together the children's work and create either a display or a class book so they are able to recap on their learning after the activity. The children have good computer skills supported by a child-friendly keyboard with the lower case letters so they can easily identify them, and a variety of colours for the keys so at a quick glance the children can see the letters and the control keys. They can use the mouse effectively, type well and are able to load up programmes independently showing great skill and accuracy.

Children are developing a wide range of physical skills within the provision through carefully planned sessions that are designed to develop a specific skill such as throwing and catching, and activities they can access freely. The children are encouraged daily to spend time outside in the large enclosed garden where there are different activities available each day, and a large paved path around a central grassed area that gives an ideal pathway to ride bicycles or cars along. Large group activities such as parachute games and obstacle courses gives the children opportunity to play together whilst becoming healthy through exercise. The staff ensure all

children are able to join in by providing support for the younger or less able children. Small muscles are developed through activities including cutting, painting, colouring and building activities. They learn accuracy skills through measuring and pouring activities whilst cooking, providing them with a range of skills and abilities.

Children are able to demonstrate their creative side through a variety of activities that are available for access at all times. They are able to use a selection of materials to create models and an array of resources to paint, colour or draw their pictures. The staff introduce the children to art through pictures of an artists creation such as Van Gogh's sunflower. They encourage the children to talk about the colours used and then direct the children to try and re-create it. They experiment in mixing the different colours in order to recreate their own sunflower picture. These were then displayed as an art collection together with what the children had learnt whilst doing this topic. Visitors are invited in to show the children how to play music, for example, two people from an orchestra brought in a cello and a trumpet and the children were able to try them out, giving them an opportunity to make sounds with different instruments. They were able to learn about different sounds and pitch through another activity using bottles of different colours of water at different levels. The children were able to tap them with a beater and listen to the different sounds each bottle made and investigate what the different levels of water meant to the sounds they produced. This gives the children an opportunity to express themselves through music, art and creative work.

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

The provision is good.

Children are all included in a setting that actively recognises different cultures, beliefs and religions. They are able to experience a wide range of cultures in a carefully planned inclusive programme. For example, the children learn about Diwali and the staff teach them about the story behind the festival talking about Prince Rama and Princess Sita. This enables the children to understand about the origin of the celebration and this gives them more insight into the religion. They are able to experience the different cultures first hand through resources available such as dressing up clothes and toys reflecting the ethnic differences, and food cooked in a traditional way such as Chinese noodles and stir-fry vegetables to celebrate Chinese New Year.

Staff are able to support children with learning difficulties and/or disabilities due to the comprehensive policy the nursery school uses and help from the knowledgeable and experienced special needs co-ordinator. The policy is available for the parents to access freely and covers the procedure the setting will follow in order to obtain further support for the child and their family, helping to ease the concerns a parent may have in the onset of the referral process. Children who may have additional needs are supported through their learning and play because the provision plans for the individual child and provides supportive teaching.

Children are learning to manage their own behaviour as staff spend time talking to them about right and wrong and explaining to them what the consequences of their actions could be, for example, they talk to a child about not climbing on equipment in the room by explaining that they will hurt themselves if they fall. This gives the child the reasons for the boundaries and they will learn not to do this again. Staff use strategies that are appropriate for the age or level of the child they are talking to, for example, a younger child is distracted by the staff member providing them with an activity or toy to take their mind off what they have been doing.

Parents are worked with to ensure continuity of care and education for the children. Information is shared daily about how the children have eaten or slept and what activities they have been

doing during the day. Planning for activities and topics is shared with the parents each term and staff ensure the parents are aware of the intention for the planning and what it will help the children to be able to do. They provide the parents with quality information about a range of activities they can do at home to support the children's learning. Information about the nursery school is given to the parents on admission and this includes a brochure with details about each room and a booklet with a breakdown of important information for them to keep at home. In the entrance hall there is also a copy of the policies and procedures for the parents to refer to at any time, however, this does not include important information about the procedure to be followed in the case of a child protection allegation or if a child is lost or not collected, hence not providing the parents with access to this essential information.

The partnership with parents is outstanding. They are provided with excellent information about what their children are doing within the nursery school and how this helps them to develop in the different areas of the Foundation Stage. The nursery school supports an outstanding home link by providing fortnightly activities the parents can help their children to do at home and this develops a continuity of education from the provision to the home involving the parents in the children's learning. For example, an activity sent home asked the parents to support their children in writing a letter to a fairy tale character as in the 'Jolly Postman' book. This was then brought back into the session and posted it in the specific post box. The staff then wrote a reply back from the character and this went home for the parents to read with the children. This gave them an opportunity to do a fun activity with their children that incorporated a variety of skills they had learnt within the sessions.

A book that goes home with the children's reading encourages the parents to write comments on how they feel their children are doing with the activities provided, and this is used by the staff to plan for where the children need further support or challenge. Individual activities are sent home to support the children further with particular skills such as counting or developing their independence and the staff have also put together helpful folders with additional ideas to support their children in the six areas of learning. Staff provide the parents with excellent opportunities to talk about their children and how they are progressing within informal chats, arranged meetings and also talks on the phone; if a parent is unable to find time within the working day to visit the staff in person. This enables the parents, however busy they are, to keep included in their child's learning and development. The provision has excellent relationships with the parents of the children they care for and educate and continually look for ways they can improve this or support their parents further.

The children's spiritual, moral, social and cultural development is fostered. The children are able to show wonder through activities that require them to investigate and explore such as looking at waterproof properties. The children are able to discuss what they feel may happen and then investigate this for themselves. They reflect and have tranquil moments in a quiet calm area where they can read books or sit alone and think if they wish too. The staff help children to share beliefs and feelings through carefully planned inclusive activities such as topics around festivals and circle time to talk about their lives and homes. Children are learning to manage their own behaviour through staff talking about right and wrong and praising good behaviour and achievements. They have caring attitudes and look after each other, the older or more settled children taking care of the children who are new to the setting. Children relate to adults and other peers. They are encouraged to engage in conversation during social events such as meal time and during free play. The staff use directed conversation during focused teaching activities to encourage the children to share what they know with their peers. Children are able to broaden their experiences through first hand activities that reflect the world we live



in, they are encouraged to appreciate other beliefs and cultures through topic work and trying new ideas such as different foods from around the world.

## **Organisation**

The organisation is good.

The nursery school employs qualified staff only, ensuring the children are cared for by experienced and knowledgeable adults. The head of the nursery school is a qualified teacher with extensive experience working with children. She has two deputies supporting her, one within the Foundation Stage room who is also a qualified teacher and is working towards a Early Years Professional Status (EYPS) qualification and one working with the under three-year-old children who has a National Nursery Examination Board (NNEB) qualification. The head of the nursery uses her skills and knowledge to develop her staff with in-house training and she encourages staff with particular strengths to support their peers. When a new staff member starts at the provision they undergo a comprehensive induction process, where their role is explained to them and policies and procedures are explained to them which they are asked to read. The staff all have very clear job descriptions and responsibilities and they are all very sure of their role within the organisation.

Ratios within the provision are met at all times and the head of the nursery school has addressed previous concerns by ensuring additional staff are on duty during lunch breaks and whilst the children's lunch is prepared. This enables the children to remain safe and cared for appropriately at all times with correct staff deployment to make sure children are supported and/or challenged within their activities. Contingency plans ensure if staff are ill there are supply staff they can call upon. The provision uses consistent relief workers enabling them to have a good knowledge of the children they are caring for, and experience working within the setting. Children's registers are completed within the individual rooms to enable the staff to sign them in and out accurately and staff sign in and out within the kitchen area. This ensures the safety of the children and adults when they are on the premises in the case of an emergency. All staff have their criminal records checked and any adults who have not been vetted are not allowed unsupervised contact with the children ensuring they remain safeguarded. Overall the provision meets the needs of the range of children for whom it provides.

The leadership and management is outstanding. The head of the nursery school has exceptionally clear and concise aims for the provision and these are shared enthusiastically by the staff. They have compiled a set of folders to show how their outstanding values are put into practice and how these relate to the 'Every Child Matters' papers. Each staff member has contributed towards this with samples of excellent activities they have planned or photographs of children enjoying them. Any new member of staff is encouraged to read this to help them to understand the outstanding ethos of the provision and in turn they are asked to provide evidence of an activity they have planned with the children to add to the continuous document. Staff work together well to help all children progress. The head of the nursery school uses the individual strengths of each staff member to support their peers, for example, the deputy from the Foundation Stage room helps the toddler room to learn about road safety by implementing a focused session. The staff observe her and take notes to develop their understanding of how to teach the children a specific topic effectively and with play.

Staff are encouraged to assess their performance on a weekly basis with the aid of 'proud sheets'. The deputies and the head of the provision then provide comments on each staff's achievements providing praise and good self-esteem. The staff are able to identify any training they wish to attend and the senior management complement this by meeting with the staff to

discuss any support they require including training or in-house aides. The nursery school continually evaluate their practice and have constructed a development plan that is displayed in the staff area. This is worked on continually and they have set timescales for all areas ensuring there is a specific goal to be reached. This demonstrates the provision are adept at identifying areas they could improve upon and acting upon them efficiently. The setting is committed to the care and education of all its children, they ensure that all children are able to receive their curriculum and care through dedicated work from their highly committed, caring and professional staff.

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

At the last inspection the provider agreed to ensure all personnel routinely complete the staff attendance register. This is now completed by all staff when they enter and leave the building. They were also asked to ensure children routinely have access to a variety of music for leisure listening. Music is now played in hallway whilst children are arriving and leaving. Each room uses music during the day for activities or for children to simply enjoy listening to.

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

Since the last inspection, Ofsted received one complaint relating to adult to child ratios not being met.

We investigated by an unannounced visit. Standards investigated were National Standard 2: Organisation and National Standard 14: Documentation.

There was evidence of a breach of these standards, and the following actions were agreed:

Ensure adult to child ratios are met at all times. The adult to child ratios relate to staff time available to work directly with children. Ensure staff are deployed effectively to provide a safe environment and meet children's needs and ensure records which are required for the efficient and safe management of the provision are well organised and accurately maintained.

Ofsted was satisfied that by taking these steps the provider remained qualified for registration at the time the investigation was closed.

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):

- ensure cross-contamination is reduced by developing current hygiene procedures, with particular reference to hand-washing of children and adults
- improve systems to ensure parents consistently have access to information about policies and procedures with particular reference to child protection and lost or uncollected child.

### **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)