

Bardsey Nursery Group

Inspection report for early years provision

Unique Reference Number	512726
Inspection date	28 February 2008
Inspector	Alison Margaret Walker
Setting Address	Callister Hall, Woodacre Lane, Bardsey, Leeds, West Yorkshire, LS17 9DN
Telephone number	01937 573430
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Registered person	The Trustees of Bardsey Nursery Group
Type of inspection	Integrated
Type of care	Sessional 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?

Bardsey Nursery Group is a committee run group, which opened in the 1960s. It is situated in Callister Hall of All Saints Church in Bardsey, a village on the outskirts of Leeds. The setting operates from the main hall and the kitchen. It is open five days a week from 09.00 to 12.00 term time only. The setting is registered to provide care for up to 24 children aged from two to under five years at any one time.

There are currently 37 children aged from two to four years on roll. Children attend for a variety of sessions and are drawn from the local community. The setting receives funding for nursery education for three and four year olds. There are currently 26 children in receipt of funding. The setting employs eight staff, of these, 50% hold a relevant early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children have excellent opportunities for indoor exercise on a daily basis. The children are very competent dancers. They dance together in a circle and respond to the rhythm and do intricate movements, such as twisting, turning, jumping and bending. Older children benefit from taking part in physical exercise at the local school. The group has provision indoors for the children to climb, jump and balance, for example, on the climbing frame and on stepping stones. There is an enclosed outside play area but this is across the road behind the village hall and this tends to limit the children's access to outside play. The children do go on some local walks around the village.

Older children clearly recognise the importance of keeping healthy and what can contribute to this, for example, by eating plenty of fresh fruit and vegetables. The children enjoy their healthy snacks and drinks, however, children cannot access drinks independently throughout the session. All staff are fully aware of the children's individual dietary requirements and preferences, such as allergies, which are discussed in full with parents. There are facilities for the children to rest and relax on soft mats or comfortable chairs. Children regularly enjoy reading and relaxing in the book area.

Children wash their hands independently after using the toilet, painting, gluing, playing with sand and before snack time. Hygiene practices in the cloakroom are good, however, hand washing facilities in the arts and craft area needs to improve to prevent the risk of cross-infection. There is a fully stocked first aid kit which is easily accessible and there is always at least one qualified first aider present at each session. Concise written policies are in place regarding sickness, accidents and administration of medicines; these are fully implemented and shared with all parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a good range of appropriate safety measures, for example, heating is protected and electric sockets are covered. The children develop a sound awareness of safety through practising emergency evacuations regularly. There are consistently good staffing ratios. As a result, the children are supervised at all times; they are unable to leave the premises unattended and are never left alone with persons who have not been vetted. The staff check visitors' identity and ensure they sign in and out. The setting has a clear written child protection policy in place, which is shared with parents. Staff have completed child protection training and, as a result, the staff know the possible signs of abuse and the reporting procedure.

The environment is warm and welcoming with good evidence of children's play and activity. Parents, children and visitors receive a very friendly welcome on arrival. The reception area is informative, for example, there is information about staff, activities and topics. Space is used well as all areas used by the children are effectively organised and, as a result, the children can freely access all areas and activities with confidence. There is a good range of quality toys, furniture and equipment available which fully meet the needs of all the children attending. Play resources are available on child-sized tables and low shelves which are clearly labelled with text and pictures. The children independently choose their own activities with ease and confidence.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Indoor activities are extremely well organised. Children are involved in a rich, varied and imaginative range of activities, which supports their all-round development. The staff are highly skilled practitioners, they show a very keen interest in the children, in what they say and do. They consistently talk and listen to them and ask questions to make them think. For example, when playing in the construction area a member of staff asks the children about the hard hats that they are trying on, asking them if the hats fit. Some children decide they need a bigger hat and others a smaller one. The children are very happy, settled and have warm relationships with each other and the staff, for example, the children confidently approach staff to read to them and ask them to join in with their play.

Activities are planned to take into account the children's interests, age and ability. Children are very skilful communicators, competent learners and are very self assured. They approach visiting adults with curiosity and ask questions. They are keen to show what they can do and proudly show that they can write their own name and put on their own coat. At snack time the children chat with a member of staff about a recent earthquake and how it felt. They are able to describe their experience well, one child saying they were a little bit scared and another saying it felt funny.

The children are constantly learning new skills, for example, they recognise their names, numbers, colours and shapes. They show a keen interest in planting and growing. They have planted bulbs and follow their growth throughout the months. They watch the roots grow and the flowers appear and record the process. Children join in enthusiastically at singing time and have built up a wide repertoire of songs and move very rhythmically creating movement to music. They use all available high quality resources to create props to support role play. A group of children play purposefully together with wooden blocks and explain that they are making beds for Goldilocks and the three bears. They play along side other children, thoroughly engaged in the same theme, deciding that they need to make four beds and the biggest one will be for daddy bear.

Nursery Education

The quality of teaching and learning is good. Staff have attended training on the Foundation Stage and are skilled in implementing it. They provide a wide range of activities and experiences to cover all aspects of children's learning. Planning is flexible, clear and covers all areas of the curriculum. All the staff clearly understand it and implement it but they are flexible in allowing for spontaneous activities which are child-led. For example, a lovely activity evolved from one child playing with a tape measure. The child decides to measure another child and before long a group of five children and a member of staff are engrossed in measuring each other and using size language, such as taller and shorter. Assessment systems are effective; they clearly show what the children know, understand and can do. This clearly identifies the next steps in learning. There is a high emphasis on free choice and learning through play.

All children separate from their main carer with confidence. They show care and concern for themselves, for example, they help themselves to tissues to wipe their noses, and they wash their hands after a messy activity, before snack time and after using the toilet. They express their needs and feelings in appropriate ways. They choose to play in groups and alone. They are very clear about what they want to do and explain this with confidence. The children are very independent, however, this could be enhanced further in some areas. They seek out others

to share experiences and form good relationships with adults and peers. An older child selects their favourite book and reads this, recalling the story almost word for word. The child then goes on to say they went to see a pantomime of the same name and someone was in it that they knew.

Children use writing as a means of recording, such as making a shopping list by drawing pictures of vegetables and fruit. Many children can write their own name, for example, on their paintings. Children use pens, chalks, pencils, scissors, different-sized paintbrushes and glue spreaders very skilfully. Children have opportunities to use different tools under close supervision during a woodwork activity using a hand saw, hammer and hand drill. They show a keen interest in the effect using these tools can make on different materials. Children show an interest in information and communication technology. They can operate many programmable toys, calculators, phones and cameras.

The children's interest in numbers is encouraged through daily play and a wide range of resources, such as number lines around the room and calculators. The children use these to say how old they are and develop their counting skills. Most children can count to 10, older children can count beyond 20 and some using the number line can count to 40. Children do simple calculations, for example, when working out how many bricks they need when making a construction. They use positional language confidently, such as forwards and backwards when playing and dancing. The children can clearly recognise shapes, such as triangles, circles, rectangles and squares.

Helping children make a positive contribution

The provision is good.

Children's behaviour is managed positively and consistently, according to the child's level of understanding and maturity, for example, the staff are calm and clear regarding routines and boundaries. The setting's behaviour policy is in place, fully implemented and shared with parents. As a result, the children are well behaved; they are able to take turns, share, use manners and are cooperative at tidy up time. The children have a very positive approach to learning and they show independence in selecting and carrying out activities, for example, helping themselves to paint, paintbrushes and materials to make models. The setting has a complaints procedure in place which is shared with parents, however, it does not include the current contact details of the regulator.

The children have access to a suitable selection of resources and activities which support their knowledge and understanding of the world and diversity. For example, there are books that cover different senses, and small world figures in the dolls house that reflect different cultures, abilities and genders. Activities throughout the year include a variety of different festivals and celebrations.

Partnership with parents and carers is good. The parents receive clear and detailed information about the educational provision through noticeboards, planning, policies, profiles, parents evenings, photographs, newsletters and daily verbal feedback from the staff. Parents can take their child's profiles home and add their own comments. All parents are encouraged to be involved in the group and many help out on a regular basis. This has a very positive impact on their knowledge of their children's care and education within the group. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The environment is well organised and staff know their roles and responsibilities. Routines are consistent and enable children to feel settled and secure. All the required documentation is in place, is easily accessible and is stored securely, such as emergency contact and registration details. A good system is in place to record the staff's and children's daily attendance, this is accurate and up to date. Many of the staff team hold a relevant early years qualification, therefore, they have a good knowledge and understanding of how young children learn and develop.

The leadership and management of the nursery education is good. The staff team are committed to improving care and education. They are fully supported by a small elected committee and a highly skilled manager. The committee is responsible for finance and employment. The manager has a very hands on approach and she knows the staff and the children very well. All the staff are experienced and work closely together as a team. This has a very positive impact on the children, who settle well and make very good progress in this setting. This contributes to the smooth running of the setting. The staff team meet regularly to plan forthcoming activities and evaluate previous topics. The group regularly evaluates their practice by using the self evaluation document from the regulator. This helps them identify their strengths and areas for improvement. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection a recommendation was made relating to the recording of accidents. The group now uses a recognised publication, there is a separate page for each child which maintains confidentiality. The staff record accurate details of any accident a child may have and obtain the appropriate signatures. This has a positive impact on the children's overall safety and well-being.

At the last nursery education inspection recommendations were raised relating to information given to parents on the six areas of learning, indoor physical exercise and arts and crafts. Parents are now fully informed on all aspects of their children's education. There is an informative display alongside the parents noticeboard which clearly explains the six areas of learning. Further information is given to parents in the welcome booklet, in newsletters, by each child's key worker and through the children's profiles. These improvements ensure parents are kept fully informed of the educational provision and their child's progress.

Opportunities for children to have regular physical indoor exercise have been developed very successfully. The children thoroughly enjoy using the climbing frame, trampoline and stepping stones on a regular basis. Their physical development is enhanced considerably by daily opportunities to dance and do physical exercises which include stretching, bending, jumping and twisting. The children benefit from two members of staff being qualified in gymnastics who inspire the children to participate in regular physical activities.

An extensive range of arts and crafts activities are now readily available at each session. The children are able to access resources independently and create very imaginative artwork. For example, by using different fabrics, paints and boxes they create constructions that they are very proud of. The children benefit from being able to develop their imagination and expression through daily access to creative play.

Complaints since the last inspection

Since last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take 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 records may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve hand washing facilities in the art and craft area, opportunities for children to access regular outside play and their access to drinks throughout the session
- ensure the complaints procedure includes the current contact details of the regulator.

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):

- continue to extend children's independence, particularly at snack time.

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