

# Bluebell Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY264757
<b>Inspection date</b>	07 April 2008
<b>Inspector</b>	Lesley Jane Bott
<b>Setting Address</b>	New Park Road, Shrewsbury, Shropshire, SY1 2SP
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<b>Registered person</b>	Hazles Farm Childcare Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](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 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 62 children aged from three months to under eight years on roll. Of these, six 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. Most hold appropriate early years qualifications and one staff member is working towards an NVQ 2.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children stay healthy due to practitioners following current and appropriate health and hygiene routines throughout the nursery. However, not all staff are consistent in wearing appropriate gloves and aprons when changing nappies in order to prevent cross-contamination. Staff encourage older children to wash their hands before eating and after using the toilet. Children know and understand why they need to wash their hands, 'to kill the germs' they said. In addition staff clean tables with anti-bacterial spray before meals and snacks to ensure children stay healthy.

Children receive good quality care if they are ill or have an accident due to required documentation and consents being in place to support this. Over half of the staff have attended first aid training to ensure that they are aware of the correct procedures to follow to maintain children's health.

Children enjoy physical activity as their development is promoted both indoors and outside. They have opportunity to use the playground to the school and their own enclosed grassed area which they can access from their rooms. Good resources such as bikes, bats and balls and parachute encourages children to develop physical skills and a healthy lifestyle. A four week menu is in place to ensure that children receive a healthy and nutritious diet. They have a choice of milk or water at snack time, however, children do not have constant access to drink and consequently could become dehydrated as the jug of water is not always replenished.

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

The provision is good.

Children are cared for in a safe and secure environment where staff take positive steps to minimise risks, for example, excluding children from the kitchen area, radiator covers, and closely monitoring the front door for the arrival and departure of children. Fire safety procedures are in place and emergency evacuations are regularly practised to ensure that children know what to do in the event of a fire.

Staff create a warm and welcoming environment. The two rooms display children's own artwork and posters and information for parents in the reception area. The children are able to move around within the setting freely and safely and older children can access the toilet themselves to promote independence. Well-organised, low-level accessible storage facilities enable children to self-select and choose independently what they want to play with. Sleeping children are accommodated safely as staff are able to monitor and supervise them within the baby room at all times. The equipment is safe and suitable for the age and development of the children.

Children's welfare is safeguarded because staff have a clear understanding of child protection issues and understand the correct procedures to follow for reporting concerns. Staff have attended child protection training and this ensures that they fully understand their responsibility in protecting children from harm.

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

The provision is good.

Children arrive happy and settle well, as they are welcomed into the nursery by staff at the door. Children are confident and can play well on their own or with others. Younger children enjoy the soft ball play area, and creating a house with windows and a door with equipment. Staff extend children's language as they sing 'Twinkle Twinkle' and other nursery rhymes. The organisation of resources encourage all children to initiate their own play and follow their own interests, as they freely choose to spend time in activities that interest and motivate them. They enjoy climbing the steps and using the slide.

Staff are developing their effective knowledge of the 'Birth to three matters' framework and use this to plan and provide activities to ensure that younger children learn through play. Plans are in place and staff monitor the progress of children. This ensures that all children are developing and achieving. Babies particularly enjoy the quiet area for stories and quiet time.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making steady progress towards the early learning goals. Some adult-led activities, however, last too long and children become restless and disruptive to the group. Staff have a sound knowledge and understanding of the Foundation Stage of learning and plan a varied and interesting range of activities that promote a balanced curriculum. All areas of learning are addressed to ensure that all-round development is promoted, however, staff are currently changing over their paperwork and at the moment they have not started to evaluate activities effectively to identify whether children are sufficiently challenged or whether the activity is too difficult. Staff observe and are beginning to record children's developmental progress and implement this into the new system for recording the findings of observations.

Staff have good relationships with the children and are actively involved in their play and learning. Staff sit on the floor with the children and encourage them to persist in activities of their own choosing. For example, playing with the trains and constructing a train track or dressing up. Listening skills are encouraged and children enjoy listening to stories, especially those on tape, and looking at books independently. They enjoy following the shape sticker on the book to return books in subjects, i.e. animals or nursery rhymes. The book area is inviting to children and incorporates comfy chairs that encourage children to want to use it. Children attempt to write their name on their own and enjoy mark-making activities such as painting, however, children's independence is not encouraged as they cannot access the coat hooks themselves, and do not always have the opportunity to make a choice at snack time from what is offered.

Children demonstrate a sound awareness of numbers and readily count in routine and play situations. Children count accurately to 10 and some children can count beyond as they count the numbers on the clock puzzle and their raisins at snack time. Children demonstrate a good awareness of space, as they put away puzzles that were out on a table to use that table to play with the trains they have made. One-handed tools are handled well and children are able to access the craft resources, choosing glue, paper, and 'bits and bobs' as they described it to make pictures.

Staff provide for and support children in the use of a range of construction materials. Children enjoy the opportunity of the woodland area within the school grounds, and their own newly

fenced off outside grassed area. Dressing up clothes made them into pirates and clowns and children took much delight in looking at themselves in the mirror in their new outfits. They later used large boxes as pirate ships to sail away. Children use their imagination in turning the role play area into a café, and using the tray to offer drinks of grape and apple juice and muffins and biscuits to other children.

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

The provision is satisfactory.

All children are welcomed into the setting. Staff ensure that all children can play with toys and equipment which meets their individual needs, and work with individual personalities. Photographs of the children enjoying activities and displays of their art work helps them to develop a good sense of belonging. For example, the out of school children taking their finished drawings or colourings to the baby room to be displayed. Children have meaningful opportunities to learn about the wider world and other cultures. They take part in festivals such as Chinese New Year and St. David's day. The children have had the opportunity to learn the Welsh language from staff who are bilingual. The nursery has effective arrangements in place to care for children with learning difficulties and/or disabilities and staff work in partnership with parents and external agencies to ensure that children's individual needs are met.

Children's spiritual, moral, social and cultural development is fostered. They understand responsible behaviour and staff remind children to use their manners, particularly at meals times with 'please' and 'thank you'. Children are encouraged to manage their own behaviour, as they are reminded to push chairs under the table as they get up and not to throw equipment around the room. Stickers are used to praise and acknowledge good behaviour or achievements. Parents of younger children receive a daily diary which is completed by staff on their child's achievements and activities during the day.

Partnership with parents and carers is satisfactory. All the required documentation and consents are in place to ensure children are looked after according to their parents' wishes. Parents are invited to view the groups policies and procedures to inform them about the running of the group and they receive a welcome pack offering an overview of the setting. Information is exchanged on a daily basis to ensure children's changing needs are met and to provide continuity of care. Regular newsletters and displays are used to provide further information to parents about the setting. Parents evening has been held for parents to discuss their child's progress with their key person. The group make parents aware how they can make a complaint and are aware of their duty to log complaints, should they ever receive any.

### **Organisation**

The organisation is satisfactory.

Operational policies and procedures are in place, these are effective within the setting. Arrangements are in place to protect children from persons who have not undergone all background checks and they are never left alone with children. There is an appropriate level of qualified staff who work with the children and in addition five staff hold a current first aid certificate. This helps to broaden children's experiences and contributes to the quality of care provided. Registers are completed accurately with arrival and departure times for children and staff within the setting to ensure that correct ratios are met at all times.

The leadership and management is satisfactory. An induction programme is carried out by the manager and room supervisor on all new staff to ensure they are competent and confident to

carry out their tasks. Risk assessments are in place, including assessments for pregnant members of staff during the course of their pregnancy to ensure that their ability to continue to work is taken into account. Overall children's needs are met.

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

At the last inspection, four recommendations were raised under care and three recommendations raised under nursery education. Sockets were accessible to children, and these have been made safe with the purchase of socket covers which are now used. Registers have been changed to ensure that the arrival and departure times of both children and staff are accurately recorded. Since the arrival of the new manager, there is now a member of staff who has attended SENCO training within the setting. Reminders in the nappy changing area and policies state that staff should always wear gloves and aprons with regard to nappy changing, however, this is not always consistently adhered to and has been brought forward as a recommendation at this inspection.

The three nursery recommendations are to develop the role play area, ensure the environment is rich in print and all activities adapted to ensure challenge for all children. The setting has purchased more multi-cultural items, for the kitchen, and extended their range of dressing up clothes to include other cultures. The room has been changed to allow for specific areas of learning which are identified and toys and resources labelled and more three dimensional resources purchased. Planning has changed to ensure that it is based on different outcomes and staff are working towards the new Early Years Foundation Stage implementation.

### **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.

## **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.

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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 that children are consistently given access to water
- ensure that staff are consistent when changing baby's nappies

## **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 that children are able to develop their independence through routine activities
- further develop adult-led activities to ensure that children's attention is maintained
- evaluate and assess children's achievements to ensure their development.

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)