

Bumbles Nursery Aintree Village

Inspection report for early years provision

Unique Reference Number	EY358544
Inspection date	22 May 2008
Inspector	Frank William Kelly
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Registered person	Angela Mary Makinson
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 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?

Bumbles Nursery Aintree Village opened in 2007. It is one of two nurseries owned and managed by a limited company. The nursery operates from within a refurbished church hall in Aintree Village.

A maximum of 49 children may attend at any one time. There are currently 67 children from five months to four years on roll. Of these, 14 receive funding for nursery education. The setting currently supports a number of children with learning difficulties or disabilities.

Children come from a wide catchment area as parents travel into and around the area to work. The service operates from 08.00 to 18.00 each weekday, 51 weeks of the year. Children are cared for in three playrooms and there is an enclosed outdoor play area.

The setting employs 15 staff, of these four hold early years degrees and another seven have relevant child care qualifications. Four staff are working towards a qualification and another three are working towards an additional qualification. The nursery receives support from the early years teacher team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There are very good policies and procedures in place which help protect the children's health and keep them free from infection. In particular the medication administration procedures are detailed and followed implicitly by staff, which promotes the children's safety and well-being. The setting is clean, well ventilated and staff follow the hygiene procedures in a consistent manner. These include the food safety and preparation procedures, for example, wearing aprons and cleaning the tables before serving the children their lunch.

Children learn about keeping themselves healthy as staff encourage them to follow good personal hygiene, such as washing their hands and faces before eating. Spontaneous discussions reinforce children's understanding of how food and water helps to maintain their bodies. For example, when asked 'What does milk do', some of the older children respond that 'It makes bones stronger'.

Daily routines and organisation of the environment actively contribute to promoting the children's physical development. Younger children rest and eat as meets their personal routines and when awake and active they enjoy singing songs and playing on rugs in the outdoor area. Those that are mobile use push and pull toys to support their developing mobility and walking skills. Good space in the playroom and attractively presented equipment encourages children to be mobile. For example, one younger child crawls at a rapid pace around the room chasing a ball. He is able to do this because there is lots of floor space between the other equipment and furniture.

Older children enjoy using the climbing stations, running around in fresh air and riding the trikes. They have access to a sand tray to dig in, and activities with an adult in the growing plot enable them to dig and use hand tools. All children have good access to construction toys, activity and pop up toys, jigsaws for fitting shapes, pens and scissors. They enjoy squashing and rolling the dough.

Children's specific dietary needs are sought and good practice is followed to ensure their specific requirements are fully met. The menus are based on a four week rolling programme and provide children with a wide range of textures and tastes. On the day of the inspection the children thoroughly enjoyed their chicken curry and rice. 'High teas' provide children with a selection of fruit and raw vegetables accompanied with dips or wholemeal crackers and cheese.

Water is available at all times including when the children are using the outdoors areas. Those children that have a rest during the day are provided with a drink and cuddle when they first awake, which refreshes and hydrates them and allows them to feel safe and secure until they feel ready to play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enter playrooms that are bright and welcoming. Their art work along with a variety of pre-printed images are displayed in an attractive manner. Staff are welcoming in their approaches both to the children and their parents which creates a relaxed atmosphere. The playrooms have plenty of space and natural light and furniture is organised so that children can move freely but safely throughout.

There is varied range of suitable equipment, furniture and resources to support the children's care needs and extend their development and learning. These are of a high quality, well deployed with the children's safety in mind. For example, toys with small parts are not accessible to babies and younger children. Staff follow the strict cleaning and maintenance routines very well. Records of which are posted on the playroom notice boards to act as a prompt and reminder as to when they are due to be implemented.

The registered person has a high regard for promoting children's safety and does this through the development of the policies and procedures which she expects staff to follow at all times. An informative and detailed policy relating to Sudden Infant Death Syndrome is in place. Staff clearly understand the steps to take and the actions to follow. For example, staff were observed to monitor resting children frequently and when discussing with visitors the location of the alarm whistle, they were able to locate it immediately. All staff undertake external health and safety training as part of their on going development.

The appointed health and safety officer has completed risk assessments on the premises and staff complete daily check lists before the setting is open to help keep the children safe. However, the setting has not identified a potential risk regarding the strip lights throughout the building which currently are exposed, as none have the diffuser covers fitted. With this exception, the premises are well maintained and effective use of a repairs logging system is clearly used by staff to prompt the management to complete any repairs. Fire safety is well attended to as the appointed member of staff checks the detection systems weekly and children get to practise the evacuation procedure on a regular basis. Thus, helping them to gain an understanding of what to do in an emergency.

Children's welfare is further promoted as the setting has clear policies and procedures for the safeguarding of children. Information about potential signs and indicators is available to staff and a rolling programme of training is followed. The appointed person has recently updated her training and is currently updating the policies further to reflect changes to the Local Safeguarding Children Board recommendations. The setting links the safeguarding procedures to other aspects of keeping the children safe. For example, access to the setting is monitored by a video opening system and the collection of children by adults other than parents are rigorously followed in practice. A password system is in place and staff follow the well organised logging system to ensure that adults collecting the children have been approved by the child's parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed and settled within this setting. They have formed good relationships with staff which are further promoted as children progress through the setting. This is because staff implement effective transition procedures which provide the children with plenty of visits and time to get to know the children and staff in their new room. Children's sense of self is further promoted by their photographs being displayed at low levels around the room.

Staff in all rooms like the children and enjoy spending time playing with them. In the baby room they sit on the floor or at the tables engaging the children with lots of verbal and facial communications. In the toddler room they enthusiastically join in song singing; the children eagerly join in the actions to 'Twinkle twinkle' and 'the funky monkey'. In the pre school they chat with the children during their role play, asking questions to encourage the children to talk about their experiences, such as those when they visit the supermarket.

Staff plan a range of activities linked to the 'Birth to three matters' framework and maintain records of the children's development which are supported by their observations of the children and their creative work. These observations are beginning to inform the planning of specific activities for the individual children. Thus, children receive learning experiences that help them build on their current skills and abilities.

Children enjoy lots of tactile experiences, for example, the toddlers enjoy a large floor painting activity each gaining different experiences; one child paints their body with a sponge whilst another busily dabs the paint brush up and down on the paper. When he accidentally dabs a large blob of paint he excitedly begins to wave the brush back and forth across the paper, fascinated by the patterns he is making. Some of the babies spend long periods of time exploring the metal and natural objects from the treasure basket. This activity is unrushed and they enjoy a variety of experiences as they tickle their hand with a pastry brush and enjoy the feel of the cool and smooth metal measuring cup. All children enjoy opportunities to play in the sand, water and gloop. Photos show children experiencing baking, painting and other craft activities.

Nursery Education.

The quality of teaching and learning is good. This is because the staff working with the children have a very good understanding of the Foundation Stage and how children learn, which is underpinned by their professional and vocational training. This is reflected in the organisation of the learning environment and how the staff plan activities. For example, the current focus on 'growing' has been introduced through the planting of beans and strawberries. The role play area is now a shop with a range of fruit and vegetables and other adult focused activities which include the children measuring themselves and taking photographs mean that children's learning is of a holistic nature.

Good adult support and an understanding of when to ask questions builds on the children's interests and provides active learning opportunities. For example, a child sits in an adults lap whilst writing a shopping list. The member makes the sounds of each letter as the child writes, apples, pears and pizza. When completed the member of staff she suggests that the child collect the items from the shop. This is done with enthusiasm and the child collects an apple and then suggests that a basket is needed. Other children benefit from this play as they take up roles. One eagerly operates the till whilst another offers a biscuit for payment announcing that it is a 'penny'.

Children are developing confidence and independence as they go about their play. They seek the remote control toys, putting them away safely after they have finished them. Staff actively encourage children to try and dress themselves, such as putting their coats on and during meal times they pour their own drinks and have some opportunities to serve themselves with food.

They clearly enjoy mark making for a purpose and all children use pencils and pens with confidence. Many recognise letters from their name or that the pictures and print by their coat peg have meaning. Photographs show children looking at books independently and in small groups. They clearly have favourite stories as at the start of the group story time the children vote for their preference. Those not in the majority accept the decision with good grace. They know that the illustrator is the person who 'paints the pictures' and that the print on the back of the book is referred to as the 'blurb' and that it provides an outline to what is happening in the book.

Children's mathematical development is being enhanced through the activities provided, such as those linked to measuring; calculation skills are enhanced during routines, such as setting the tables at meal times. There are a few numerals in the environment and staff confidently discussed future development including the role play areas and labelling chairs. However, they have not considered how this could be fully developed and extended into the outdoor play area.

Children's knowledge of their wider world is clearly demonstrated during their play in the shop and when using the technology, such as the computer. A three-year-old confidently operated the key board; he taps the space bar to start the game and uses the arrow keys to direct the characters around the screen. Daily discussions about the weather and seasons help the children to extend their knowledge and understanding of their natural world. Trips to the local church at Christmas to attend the tree decorating service, extend their knowledge of the local community.

Children's creativity is fostered through a range of paints, collage and paper which they can access freely at any time they wish. They enjoy small world play as they spread out across the floor with their trains and track. Some strut around the room 'playing' the battery operated guitar and the role play areas are changed frequently to provide children with a wider imaginative play opportunities.

Helping children make a positive contribution

The provision is good.

The setting has good systems in place for obtaining and sharing information about the children's specific needs so they can organise their care and thus treat each child with equal concern. They have clear policies and procedures relating to the care of children with learning difficulties and disabilities which are securely linked to working in partnership with parents and any other the local agencies that are involved in the children's specific care. In practice the implementation of these procedures is excellent. The person responsible for the coordination of the child's care is thoughtful, imaginative and extremely well organised. She uses her medical background and awareness of others' skills to overcome barriers so that the furniture and modified equipment provide the children with the best possible opportunities to be fully included all aspects of the nursery day.

Children's spiritual, moral, social and cultural development is fostered. This is because the setting encourages the children to lean about showing care and concern for each other, wildlife and helping others less fortunate than themselves. For example, they were involved in the 'Christmas shoe box appeal' and are currently planning fund raising events for a charity that one of the children who attends is involved with. They learn about other cultures and the diversity of today's society through fun craft activities, such as using chinks to create 'Rangoli patterns' for the Hindu festival of Diwali or enjoying a celebratory meal for Chinese New Year. Books, posters and small world figures provide positive images within most areas of the nursery.

The children are well behaved and polite. They follow the staffs good role models and use social graces spontaneously. For example, when asked if they would like to sit down for a story one of the children responded 'no thank-you'. Throughout most of the day children are busy and occupied and so play well. There are few disputes as staff support the children well to negotiate and take turns. Simple rules reinforced by pictorial reminders help children make their own decisions. For example, signs are displayed that remind the children that no more than four children can play in the water at any one time. This positive approach is reflected in the

developing maturity show by some of the younger children in the group. For instance, when a younger child wanted to paint at the easel that an older child was currently using, he moved to one side to allow her to join in. Later he sought a fresh piece of paper and fixed it to the easel for her.

Partnership with parents is good. Information is clearly displayed throughout the system and a 'suggestion draw' is located in the chest of drawers unit situated in the main entrance area. Parents are invited to read the policy and procedure file and sign to acknowledge that they have done so. This enables them to become familiar with the routines of the nursery and provides an understanding of the importance of following the procedures such as those for excluding children who are sick or infectious.

Daily information is provided by staff as they verbally discuss the children's needs and experiences during arrival and collection times and this information is further extended through a written daily update that covers activities, meals and other information. Planning and activity information is displayed on the notice boards in each playroom and additional information is provided in the newsletters.

Parents of those children receiving nursery education receive termly progress reports and also invited to parents evenings. There is some information about how the learning programme is implemented and linked to the six areas of learning. Information about current themes and activities are shared with parents being invited to contribute to displays and interest tables. However, at present there is no regular system of providing parents with information about how they can support and compliment their children's learning at home should they wish to do so.

Organisation

The organisation is good.

There are secure and well implemented procedures in place for the recruitment, development and monitoring of staff which means children are cared for by adults that have a wide range of skills and experience. The organisation and deployment of staff is well thought out and the recently introduced key carer system is providing children with opportunities to develop relationships with a special person, thus promoting their sense of security.

The physical environment is well organised so that children have good access to resources, equipment and that play and rest experiences that fit in with their independent routines. Activities are stimulating, fun and generally well organised. However, some activities that involve the whole group, such as story time or floor painting are less effective. For example, during story time older children's pleasure was interrupted as the younger children were taken to the bathroom to wash their hands. This meant that older children became frustrated because they could not see the pictures or concentrate on the story. Following the floor painting activity, the tidy up and cleaning of the children was time consuming, which meant that children had to wait for long periods on the carpeted area with little to engage them. That said, the remaining policies and procedures in place are very well implemented by the staff to promote safe, stimulating and consistent care for the children. All regulatory documentation is effectively maintained and efficiently organised.

The Leadership and management regarding for the Nursery education is good. The manager actively involves the staff in the regular evaluation of the settings practice. Advice from the local teacher teams is welcomed and incorporated into the settings practice. Development and

training are priority for staff and the provider provides the staff with ongoing funds to develop and improve the resources. Funding has been sought to improve the outdoor area. Consequently, the children benefit from the evolving provision and the quality of their care and learning is successfully being developed and promoted.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 complaint 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):

- take appropriate action to ensure that the strip lights do not pose a hazard to the children's safety
- revise the organisation of large group activities to ensure that practical routines do not impact on the children's enjoyment.

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):

- consider ways to reinforce and extend the children's learning, such as their mathematical development within the outdoor play area
- consider further opportunities for parents to be involved in their children's learning should they wish to do so.

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