

# Bexley Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY361485  |
| <b>Inspection date</b>         | 23 July 2008  |
| <b>Inspector</b>               | Mandy Mooney  |
| <b>Setting Address</b>         | Bexley Day Nursery, Park View Road, WELLING, Kent, DA16 1SY |
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| <b>Registered person</b>       | Bridge Lane Nursery Ltd                                     |
| <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 satisfactory. 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?

Bexley Day Nursery is a well established nursery located in Welling in the London Borough of Bexley. It has been registered with the current provider since 2007. It is one of four provisions run by Bridge Lane Nurseries Ltd. It operates from a one storey building attached to a sports club and is open all year round, Monday to Friday from 07.30 to 18.30. Children have access to several base rooms and a large outdoor play area. There are 85 children under five years who may attend at any one time. There are currently 113 children on roll, 65 of whom receive funding for nursery education. Children with disabilities and/or learning difficulties and children who speak English as an additional language are fully supported. There are 24 members of staff who work with the children and of these, over half hold appropriate childcare qualifications. The setting receives support from an advisory teacher from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children play in a suitably clean and organised environment. Practitioners clean the nursery as they go through the day, checking frequently used areas, such as the bathrooms on a regular basis. However, the standards of hygiene are not consistently maintained. For example, first thing in the morning, when the cleaner does not arrive and this means the sinks, floors and toilets are not sufficiently clean and mops and buckets are not stored appropriately. The main play areas are suitably organised and clean; practitioners wipe down tables throughout the day and encourage the children to take part in this, enabling them to take responsibility. Practitioners have effective nappy changing routines for the children. Disposable gloves and aprons are worn and the mat wiped down with anti-bacterial spray after every use, minimising the potential for cross-infection. The changing facilities within the baby area are excellent. However, this is not the case in the toddler area, where the changing mat is in poor condition and the area surrounding the mat is quite grubby.

Children are encouraged to have appropriate hygiene routines, such as, hand washing before eating and after using the toilet. Most do this automatically and others need a little reminder. However, liquid soap is not always readily available to the children and this means the process of washing hands may not be fully effective in minimising the risk of cross-contamination.

Children's welfare is safeguarded because appropriate numbers of practitioners have up-to-date first aid knowledge in the event of any incidents and appropriate procedures are in place if children are unwell. Appropriate procedures are in place for the exclusion of unwell or infectious children. Furthermore, procedures to promote children's welfare, such as for the administration of medication and for recording accidents are in place and are consistently practised by practitioners.

Children benefit from a healthy diet. They enjoy varied, well presented and nutritious meals and snacks. They have food that meets with their dietary requirements to ensure that they remain healthy. Children thoroughly enjoy the main meals provided at lunch time, such as, sausage casserole, which smells absolutely delicious. Children enjoy it so much, many ask for seconds. Younger children are regularly offered drinks and older children can access water throughout the day.

Staff use current guidance to provide a good range of physical play experiences for babies and children to the age of three. All are able to rest and be active according to their needs. Older children enjoy regular vigorous physical play and are gaining awareness of the importance of being healthy and changes to their bodies when active. They enjoy adult led physical activities that provide interest and challenge, such as, practising for the forthcoming sports day.

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

The provision is satisfactory.

The setting is welcoming to parents and children with displays of information for parents and children's work and pictorial images adorning most walls. The setting is appropriately ventilated and lit and is in the process of refurbishment, which children will benefit from greatly when completed. Children have access to a suitable range of safe and maintained resources. Rooms are organised in areas of learning with resources stored at low level to encourage decision

making in play and responsibility for tidying up. Practitioners check toys and resources to ensure they remain safe and these are cleaned on a regular basis. The baby area has recently undergone a major renovation project and this has created a beautiful area that has ample space for the youngest children to move around freely and to fully explore their environment. Children have daily access to the outdoor play areas, including the large field adjacent to the setting. They move confidently between indoors and outdoors and practitioners offer a good balance of free play and adult led activities in this area, affording appropriate supervision.

Children's risk of accidental injury is minimised in the appropriately organised setting that has sufficient safety precautions. Their safety on outings is assessed prior to the visit to reduce potential risks and to identify any necessary procedures. Practitioners help to keep children safe in the setting because they have a sound awareness of health and safety requirements.

Children's welfare is suitably protected. The setting has written procedures; practitioners have sufficient knowledge of child protection issues and procedures, although, many staff have not attended recent training in this area.

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

The provision is good.

Babies play in a very light and airy base room. They have ample space to move around and explore their environment safely. Storage boxes are transparent, so even the youngest children can see the toys and safely make choices about their play. Furniture is well organised and babies thoroughly enjoy moving round, stopping to have a look and playing together with their peers and with staff who sit and encourage their social skills. Staff know the babies well and arrange toys and plan activities according to who is attending on any particular day. These are based on current guidance and planning and targets clearly reflect the different children attending. Practitioners utilise their skills and make musical instruments for the babies, which they enjoy shaking and banging, listening to the sounds. Those babies who have been attending for some time are well settled. However, the settling in period is not completely effective in supporting the transition from home to the setting for all children, as parents are not encouraged to stay to ensure their child is fully secure in the environment on all occasions.

Activities are based around a holiday program at the moment, as the summer holidays have just begun. This gives a more flexible day-to-day approach to the provision. Prior to this, the setting has recently changed their planning to incorporate the Early Years Foundation Stage (EYFS). However, this information has not been shared with parents and this means, although activity sheets are displayed for parents to see, they do not necessarily understand the framework on which the activities and opportunities are based. Older children enjoy the free choice first thing in the morning where they can choose what they want to do. Children enjoy sitting together and with practitioners, who encourage them to chat to each other and share their tales. This helps them feel valued and acknowledged. Toys and resources are sufficient to offer appropriate challenge and stimulation and these include a variety of role play equipment, books, puzzles and construction toys. As the day goes on children get fresh air and exercise as good use is made of the outdoor play areas adjacent to all base rooms.

Children's behaviour is good overall and they learn to share toys and equipment. They take turns because practitioners talk to children about this at circle time and provide some activities to promote cooperative play, such as taking turns with use of outdoor equipment and with table games.

## Nursery Education

The quality of teaching and learning is good. Practitioners implement an exciting and varied range of activities and opportunities based on the Foundation Stage and EYFS. The room leader provides clear direction and focus and advises and guides other practitioners on the curriculum. Regular observations are carried out and these influence the planning. Practitioners have sound knowledge of the Foundation Stage guidance, demonstrating awareness of the different areas of learning. They know their key children well and use this knowledge to promote children's learning within planned and child initiated play. For example, floating and sinking in the water and providing resources for balancing and climbing in the outdoor area. Practitioners have responsibility for observation of key children and have involvement in planning of the curriculum to support children's learning. Observations and assessment are undertaken to inform of children's levels of achievement and medium term planning indicates the learning intentions for focussed activities. Practitioners make good use of time and resources to support children's learning. Practitioners track children's progress and share this verbally with parents and provide a written progress report every four months. Clear records are kept on children's progress, including a transition profile for primary school.

All practitioners work directly with the children and provide an environment that is organised to help children to be independent and make choices. There are a wide range of interesting and stimulating activities provided by the setting, and as a consequence, children make good progress overall. Children benefit from practitioner questioning, for example, during circle time and in their informal play. This encourages them to talk about their interests and home life events and to express their feelings. Children's behaviour is managed well and they respond appropriately to adult requests.

Children show confidence in being without their main carer and form good relationships with adults and their peers. They interact cooperatively in group activities and within their play, for example, when during sports day practice. Children know their team and they follow instructions well and take their time to come up and practise. Children start to understand that print has meaning and recognise their own name. They use very good opportunities to make marks and write for purpose. For example, a practitioner encourages children to write their name on their work and several children can write some recognisable letters and the names of their friends. Children enjoy books and show good interest in stories read by adults, being able to anticipate aspects of the narrative. More able children are developing sound ability with phonic knowledge, for example, when in role play, a child recognises the sound of the letter 'M' for the beginning of his name.

Children sing and act out songs that include numbers and simple addition and subtraction. For example, by counting how many children are at the table and working out how many cups are needed. Younger children are developing the ability to count with some numbers in the right order. Others are able to count objects by saying one number name for each item, for example, counting children at circle time. Children can match and judge space through use of resources, such as puzzles. They can select or name a particular shape, for example, a child uses a shape cutter with play dough and correctly names the cut out dough as a square.

Children learn about natural things and patterns of change, for example, by watching the nursery fish and taking responsibility for caring for them and looking at pond life. They use available information technology, including programmable toys and role play items, such as a telephone, to support their play and learning. They use the computer with age appropriate programmes with skill and good concentration. Most children progress through the tasks

independently, using the mouse with ease and following instructions well. Children can construct and shape using various materials, for example, when using construction toys, collage pictures, selecting and joining household items and in using malleable materials. They have a sense of place within their local community through visits by local agencies and trips out locally, for example, to the local library and on the bus to Bexleyheath. They are developing awareness of the wider community through activities and resources that represent diversity.

Children use a variety of role play settings and small world activities to develop their imagination and enact their life experiences. For example, preparing food in the home area and whilst playing with the vehicles on the road. They enjoy music and explore different sounds and ways to use instruments. Use of various materials encourages children to be creative and to investigate. For example, they make models and collages and use water, sand and malleable materials. Children respond to their senses and are able to express this, for example, they describe the feel of play dough as soft, sticky and cold and the water as wet and see through.

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

The provision is satisfactory.

Children are made welcome and are respected as individuals. They select from the resources and play materials and make independent choices in their play. Children engage in some activities that develop their awareness of people from the wider community, such as celebrating Diwali and the Chinese New Year. They learn about the more immediate community through local outings and visits by other agencies and through the sufficient range of resources to promote a positive image of diversity. However, those to reflect disability are somewhat limited. Parents contribute to enhancing children's understanding of the different roles and jobs in society, through coming in and talking to them about this. For example, there are visits from a police officer, a dentist and a teacher.

Practitioners work effectively with parents and other agencies to ensure the needs of all children are met, including those with a disability and/or learning difficulty. There is a named special needs coordinator (SENCO) in place who is confident in her role and as a result is able to access necessary support. Children are well behaved and polite in response to practitioners and have good awareness of their expectations. They take turns and show concern for others. This positive approach helps children's attitudes to others. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Practitioners have friendly informal relationships with parents and ensure they receive daily verbal feedback on their child's day. An effective written contact book system is in place for the babies and this ensures vital information relating to their routines is shared between the home and setting. Practitioners get information about each child before they are cared for and this enables them to get to know each child's needs. However, the settling in process for children is not completely effective as on occasions parents do not stay to settle their children to help them develop a sense of security for long enough. This results in the youngest children becoming upset.

Parents receive a written progress report for their children every six months and this is based on the current curriculum framework. However, parents have not received information relating to the new Early Years Foundation Stage (EYFS), although this is in the early stages of implementation. Furthermore, parents are not fully encouraged to be involved in their child's learning as they do not contribute to developing the next steps for learning for their child.

## **Organisation**

The organisation is satisfactory.

Children are cared for by an appropriately qualified staff team who have developed positive working practices with the new owners to meet the needs of the children who attend. Effective recruitment procedures and suitability checks are in place and those adults who are not vetted are not left alone with children. This means children's safety and welfare is promoted. Ongoing suitability is ensured through annual appraisals and a review of checks every three years. Children have sufficient space to move around and explore their environment, with the youngest children benefiting from a recent refurbishment of their area. However, on occasions the standards of hygiene are not monitored effectively enough and this means standards within the bathroom areas are not maintained at all times.

Required ratios are maintained and sufficient systems are in place to ensure absences are covered. Although practitioners have not attended any recent training, the setting has access to the local authority training plan and staff are booked on several training events in the near future. Required records and documentation for the safe management of the provision is in place and considered suitable. This means children's safety and welfare is appropriately promoted.

Leadership and management is good. The new owners are very keen to work closely with staff and the advisory teacher to continually improve practices. Improvements are in the process of being implemented to ensure the children receive the best learning environment possible to help them achieve. The positive attitude and approach of the room leader motivates and inspires other practitioners to provide the same quality of nursery education, which helps all children progress. A weakness is identified in partnership with parents and staff acknowledge this and intend to take action to improve this area. Practitioners and parents comment on the positive atmosphere in the setting since the new providers took over. Staff report this has spurred them on to contribute ideas and suggestions for further improvement in the provision.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable: this is the first inspection since registration.

## **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 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.

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 daily cleaning routines to ensure these are maintained throughout the setting
- ensure parents have up-to-date information relating to the curriculum (also applies to nursery education)
- review the settling in procedure for new children to ensure all children have the opportunity to settle at their own pace, enabling them to feel secure in the environment

### **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 parents are actively involved in their child's learning by enabling them to contribute to their child's next steps for learning (also applies to care)

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)