

Inside Out Bubbenhall Independent Day Nursery & Pre-School

Inspection report for early years provision

Unique Reference Number	EY355943
Inspection date	12 May 2008
Inspector	Elenora Griffin
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Registered person	Inside Out Bubbenhall Independent Nursery And Pre-School
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 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?

Inside Out Bubbenhall Independent Day Nursery & Pre-School was registered in 2007 and operates from the old school in the village of Bubbenhall in Warwickshire. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 07:45 to 18:15 all year round. All children share access to a enclosed outdoor play area.

There are currently 60 children aged from four months to under five years on roll. Of these, 14 children receive funding for early education. Children attend from the local village and surrounding areas. The nursery currently supports a number of children for whom English is an additional language.

The nursery employs 14 staff, 12 of whom work directly with the children and 10 of these hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy being cared for in a clean and well-maintained environment and they are beginning to learn how to keep themselves healthy through the daily routine. For example, staff remind children to wash their hands before eating and provide them with individual face cloths after meals. Positive steps are taken to protect children from the spread of infection and the sick child policy enables children to be cared for appropriately. Children benefit from continuity of care because detailed accident and medication records are kept and signed by parents to give consent for treatment and to acknowledge the entries.

Meal times are relaxed social occasions when children sit together to enjoy their food and each other's company. Children are learning about healthy eating through the balanced, nutritious meals and snacks that they receive, which ensure that they receive their five portions of fruit and vegetables each day. Children's knowledge and understanding of the food they eat is enhanced through activities such as being involved in planting garlic, carrots and beans in their vegetable garden, and through regular opportunities to make some of their meals. For example, children make their own pizzas for lunch and the crumble for their pudding.

Babies and young children benefit from being cared for by a staffing team that is sensitive and responsive to their needs. Children enjoy being held whilst being bottle fed and staff interact positively with them and provide them with rubber ducks to play with as they have their nappies changed. Babies and young children experience consistency in their interactions with staff as generally there are three consistent staff members assigned to each of the rooms used to care for children under two. However, outcomes for children under two are not always fully promoted. This is because key workers currently share responsibility for all children, which does not

minimise the number of carers for the individual child in order for feeding and nappy changing to, preferably, be carried out by the same carer.

All children reap the benefits of daily opportunities to be active outside in the fresh air and staff strive to ensure that children spend at least half of their day in the outside environment. Children delight in exploring the different areas of their outside play space. They have fun digging holes near the vegetable patch with child sized gardening tools and fetching and carrying water. Children move with control and co-ordination as they move over and around grass mounds, climb over the stile and over, under and through the large tyre. Young children enjoy the sensation of moving up and down slopes as they develop strength in their legs. Children also benefit from the ongoing development of the outside learning environment. Children actively explore their natural environment and talk about the trees they have planted and the animals that they see in the neighbouring fields. The large covered area offers shelter in wintry weather and shade in the summer, and is an area where children are able to access chalk boards, art and craft activities, tents, tunnels, small ride on toys, prams, child appropriate wheel barrows, bats, balls and messy play activities such as gloop and water play.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy being cared for a bright and welcoming environment. They benefit from having ample space inside where they can spread out with activities, and they have areas in all rooms

where they can rest and relax on cushions and low chairs. Outside children enjoy the large areas that provide them with plenty of space to run around and to access the various activities and resources available there. As the nursery has grown and developed staff have developed a broad range of toys and resources that are available across the nursery. However, there is potential for some children's opportunities to access the broad range of resources available to be limited, and some areas remain under resourced. In particular there are limited resources used by children that actively promote their knowledge and understanding of diversity in the world around them. On the whole young children do benefit from moving between the outside area and the three ground floor rooms so that they are able to access the resources available in these different areas, at various times during the day. Preschool children reap the benefits of being able to readily access a broad range of resources in their room as they make choices about what they want to do.

Children are beginning to learn how to keep themselves safe as staff explain and remind them of the rules that keep them safe. For example, children are learning how to use spades and forks safely as they dig holes in their garden. When the children are outside playing staff are vigilant and ensure that they deploy themselves across the different areas so that children remain well supervised. Positive steps are taken to safeguard children and to promote safety. Staff have a sound knowledge and understanding of child protection issues and follow up to date procedures from the Local Safeguarding Children Board. Staff ensure that the main door remains locked at all times and that risk assessments have been conducted for the premises. However, children's safety is potentially compromised because staff have not continued to develop risk assessments. As a result, staff have not identified that there is potential for unauthorised people to gain access to the outside play area when the main gates are opened for parents to bring and collect children, and this is an area where children are occasionally left to sleep. Although staff regularly check sleeping children they are unable to keep a continuous visual check on this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the nursery environment. They are forming positive relationships with staff and confidently initiate interactions with adults. Staff have a lovely rapport with children and get to know them well as they spend their time interacting in a meaningful way with them. Babies and young children enjoy the attentiveness of staff who are readily available to offer cuddles and comfort when children become unsettled or just want to snuggle in. Babies and young children benefit from being cared for by staff who have a good understanding of how children develop and learn from birth to three years, which they use to plan an interesting and stimulating range of activities and experiences for children. In particular staff plan a wide range of sensory experiences for young children. Children have great fun exploring materials such as play dough, gloop, spaghetti, paint and using their whole bodies to explore flour and water. Babies have opportunities to explore collections of natural and sensory materials in treasure baskets and young children explore sensory bottles that have been filled with various coloured materials that offer different experiences of weight and sound when handled.

The current organisation of small groups of children enables them to experience different rooms and activities around the nursery. In the large reception room young children enjoy looking at books with staff and they play imaginatively as they use the home corner to make dinner, turning the knobs on machines as they talk about what they are doing. Young children delight in house keeping tasks and are provided with first hand experiences as they use the brush and

dust pan to help sweep up and help staff to fold their laundered bibs and face clothes. In other rooms babies and young children enjoy building with blocks, colouring and making choices from the baby toys and books that are easily accessible on low-level shelves. Babies reap the benefits of having the same opportunities to access the outside area as all other groups of children, and a separate area is available for their sole use when required. Outside they are able to stretch out on blankets as they crawl and reach for toys and staff support children as they begin to take their first steps. Children relish each others company and at frequent intervals throughout the day enjoy joining together in groups. During these group times older children are learning about the needs of others and being caring towards younger children, and all children are able to benefit from the positive role modelling of more capable peers.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage, which they use as the basis for planning interesting and stimulating topic activities for children that cover all areas of learning. Staff know children well and have photographed many of their activities and joyful moments, and have begun to make formal observations of children's achievements. These are being used to develop children's individual learning plans in line with the Early Years Foundation Stage in order to assess children's individual next steps in learning. However, these are still in the process of being developed so that children's next steps in learning and development can be effectively planned for. Consequently, outcomes for children may not always be fully maximised.

Children continue to make good progress because staff provide fun and interesting activities for children, which provide appropriate challenges for the group as a whole. In particular children are provided with rich first hand experiences through which their knowledge and understanding of the natural world is enhanced. Children have observed tadpoles and cared for caterpillars, which they observed as they changed from caterpillar to chrysalis to butterfly. They collect plant life from their garden to feed their butterflies and take turns to sprinkle sugar water for them. Children understand that soon it will be time to release their butterflies into their garden. Children's learning is extended as staff provide interesting art and craft activities for children to help them to learn about the life cycles of tadpoles and butterflies.

Children are well supported by staff who make good use of questioning to build on and extend children's learning. They use open ended questions and encourage children to talk about their experiences. Staff have a lovely rapport with children who become increasingly confident and capable through the encouragement they receive to make their own decisions about what they want to do. For example, staff follow children's leads in play, they ask children to make decisions about what activities they want to do next, and they have started to plan around the topic of dinosaurs in response to children interests. Children are able to make decisions about the resources they want to use as they enjoy independently accessing the broad range of resources that are readily accessible in their pre-school room and outside environment. However, the labelling system used for some resources, such as those in drawers, does not effectively support children to select these for themselves as these are labelled with words only.

Children are beginning to understand that words carry meaning and some are able to recognise a few familiar names. Children enjoy plentiful opportunities both inside and out to use various tools, materials and resources such as pens, chalks, glue, scissors, boxes, paper and paints to create and make marks for a meaning. Consequently, children are developing good dexterity and hand to eye co-ordination. Children have great fun drawing pictures to represent their ideas and stories, and they are beginning to form recognisable letters as they start to write

their own names. Children like to talk about the things they are drawing as they experience the freedom to create and express their own interpretations of objects they are encouraged to draw such as the butterflies in their room and vases of daffodils. Children's creativity is well supported and they play imaginatively with the resources available. They explore instruments such as guitars and a saxophone, listen to tapes of music, sing songs and rhymes and move imaginatively as they imitate the movements of the horses they see in the surrounding fields.

Children use numbers spontaneously in their play and throughout the daily routine, and they are able to recognise numerals from one to ten. They explore mathematical concepts in their play as they construct and experiment with various resources and materials. Children use language appropriately to describe size, shape and weight. For example, children use words such as small, large, tiny and massive as they compare hand sizes and talk about how big imaginary spiders are. Children measure, pour and mix as they participate in regular cooking activities. Play opportunities and resources enable children to further explore and build upon their first hand experiences. For example, children are able to further explore natural resources and cooking experiences as they play imaginatively together to make a chocolate and strawberry cake in a tray using the soil and bark from the hole they have dug, which must be cooked for, 'one, two, three, four, five'.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children are well behaved and play harmoniously together. They enjoy being cared for in an interesting and stimulating environment in which they can make decisions about what they want to do and this promotes positive behaviour. Calm, caring staff provide children with consistent boundaries and draw on appropriate strategies to manage children's behaviour. Children are well supported by staff who provide lots of praise and encouragement and this supports children's developing self-esteem. Older children are beginning to understand and respect the needs of others. For example, after being asked to consider the needs of their family members children decided not to take marbles home as they would not be suitable for younger siblings. Children are beginning to learn about various cultures and religions through the planned activities that they participate in around different celebrations. For example, children have participated in traditional Dutch Christmas activities and created dragons for Chinese New Year.

Children have their needs appropriately met because staff build positive relationships with parents. Parents receive clear information about how children's care needs are met on a daily basis, and staff are provided with important information about children's individual needs through the 'All about me' forms that are completed when children first start. Children's continuity of care is positively promoted through the sharing of information between parents and staff on a daily basis. Staff chat to parents at the end of each day and parents of babies and young children receive daily records sheets, which keep them well informed about their child's nappy changes, bottles, feeds and sleeps for that day. Staff are committed towards ensuring that all children's needs are met and there are appropriate procedures in place for the support of children with learning difficulties and/or disabilities.

Partnership with parents and carers is satisfactory. Early learning outcomes for children are not always fully maximised. This is because currently there are no formal systems in place to ensure that parents are regularly updated about their child's achievements and progress, that they are actively encouraged to share what they know about their child and to be involved in their child's learning. Through informal conversations staff are beginning to gather information from parents

to enable them to develop a wider picture of children's starting points and abilities. Parents are beginning to become aware of the creation of individual learning plans and nursery policies make it clear that these are accessible to parents at any time on request. Some information about what activities staff are planning for children is displayed and posters of photographs created for the reception highlight to parents some of the activities that their children have been enjoying in the nursery. There are plans in place to develop a newsletter to keep parents informed about the nursery, and staff plan to continue to use samples of children's work, photographs and observations in children's learning plans so that when they leave these will become keepsakes for them and their families to treasure.

Organisation

The organisation is satisfactory.

Children's care is positively supported through the documentation, policies and procedures that are in place. Children are generally safeguarded from harm because staff complete Criminal Records Bureau disclosures and identity checks. However, children's safety and well-being are potentially compromised as background checks, such as the seeking of references, have not been completed for all staff, checking of staff training and qualifications has not been recorded and systems for registering children and staff attendance on a daily basis are not consistently and accurately completed.

Staff confirm that they do hold suitable qualifications and have appropriate experience for the posts that they hold. Experienced and qualified staff demonstrate that they have a sound understanding of how young children develop and learn, and they plan a broad range of interesting and stimulating activities and experiences for children. Children benefit from the effective deployment of staff, which ensures that ratios are maintained and that children enjoy the attentiveness of staff who actively engage with them throughout the day.

The leadership and management of early education is good. The manager has a very clear vision for the provision of early education with a strong focus on the active involvement of children in making decisions about the development of their environment. The manager's enthusiasm and passion is infectious and consequently the staffing team are highly motivated. Staff are eager to develop their skills and knowledge through ongoing professional development, and are enthusiastic about taking on further responsibilities for the observation, assessment and planning for the children in their groups. Staff are reflective and keen to build upon their strengths and to address areas for improvement.

Overall children's needs are met.

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 complaints 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):

- continue to develop risk assessments throughout the premises in order to minimise identified risks and in particular to ensure that proper precautions are taken to ensure that unauthorised people are unable to gain access to children when sleeping outside
- improve the systems that are in place to ensure that persons are suitable to look after children so that these include the completion of background checks for all staff members, with regard to taking references and maintaining evidence of qualifications where relevant
- continue to develop the key worker system in order to ensure that arrangements for staffing minimises the number of carers for the individual child under two years
- ensure that the system used for registering children and staff attendance on a daily basis, showing the hours of attendance, is consistently used and completed accurately
- continue to develop the range of resources and play materials available for all children to access, with particular regard to developing resources that actively promote equal opportunities and children's knowledge and understanding of diversity.

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 develop observation, assessment and planning systems in order to effectively identify and plan for children's individual next steps in learning and development
- develop labelling systems for resources in order to effectively support children to select these for themselves
- continue to develop partnership working with parents to ensure that they are regularly updated about their child's achievements and progress, are encouraged to share what they know about their child and to be involved in their child's learning.

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