

# Buntings Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY362227   |
| <b>Inspection date</b>         | 07 May 2008  |
| <b>Inspector</b>               | Alison Reeves  |
| <b>Setting Address</b>         | Buntings Nursery, St. Francis House, London Road, BUNTINGFORD,<br>Hertfordshire, SG9 9JL |
| <b>Telephone number</b>        | 01763 272 868  |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Mrs Michelle Ward and Mrs Emma Edwards   |
| <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 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?

Buntings Day Nursery opened in January 2005 and re-registered in 2007 to accommodate a change in ownership and additional joint manager. The group operates from a single story building with two main play areas and a sleep room. It is situated on the outskirts of Buntingford in Hertfordshire. A maximum of 18 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. There are currently 27 children aged from nine months to under four years on roll. Of these, six children receive funding for nursery education. All children share access to a secure enclosed outdoor play area. Children come from the local area and surrounding villages. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs nine staff, six of the staff including the managers, hold an appropriate early years qualification and two staff are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children's good health is supported tremendously well because of the extremely high standards of hygiene and effective implementation of clear policies by staff. Children develop a very good understanding of when and why they need to wash their hands. Care is taken to clean tables between activities. For example, after the children complete their cutting, drawing and sticking a member of staff cleans the area thoroughly in preparation for snack. Tissues and individual flannels are on hand throughout the day to wipe noses and sticky faces, staff are vigilant with the very youngest children either wiping for them or helping them to wipe their own nose. Older children are able to carry out these tasks independently and know where the relevant items are kept.

Children are very well nourished because of the excellent standard of food. A well balanced nutritional diet is offered to all children taking account of specific health and cultural needs as well as children's own preferences. Children enjoy serving themselves at snack time. They select fruit from the plate and pour their own cups of water from a jug. At lunchtime children enthuse about the expected meal, many of the children request second helpings and clear the plate. A very varied menu with fresh ingredients, cooked from scratch ensures children are well nourished, enthusiastic eaters.

Children learn about healthy living and the natural world as they grow herbs and vegetables in the garden and in pots on the windowsill, they have also recently acquired some chickens, two they hatched and cared for from chicks and three recent additions that have been rescued from battery farming. The children understand the need for living things to have food, water, light and shelter in order to grow well. Along with lots of opportunity for outdoor play and regular organised music and movement sessions, children use various small tools for mark-making and for use with malleable materials ensuring they are physically active throughout their time in the nursery. Children learn about keeping themselves healthy; they can explain which foods are good for them and what happens to their bodies if they eat well.

Children's medical needs are met very well because staff record detailed information about medical conditions and the essential elements of care each child requires in order to maintain their health. Policies are implemented highly effectively by staff and are shared with parents. Any accidents are accurately recorded and parents are informed about what happened, the treatment given and any follow up that might be necessary.

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

The provision is good.

Children play in an attractive environment where they and their families have contributed to displays. Facilities for children are generally well organised and encourage children's independence. Regular risk assessments ensure children's safety, frequent updates and planned reviews ensure new equipment and activities are included and existing ones are well maintained. Efficient safety measures are in place to restrict access to areas of the premises unsuitable for children and to limit access by unauthorised persons. The secure entry system and staff's vigilance in checking identity protects children.

Resources are easily accessible to children and attractively presented making children keen to self select toys. Rotation of the resources gives the children variety and a chance to see what is available enabling them to request specific items. On the regular outings children remain safe because staff understand the importance of using appropriate equipment and taking the opportunity to teach the children the principles of road safety. Older children have followed this up in their topic on 'People Who Help Us' with a visit from a road safety officer.

Children are safeguarded because all staff are confident in child protection procedures. They have a very good understanding of the possible signs and are extremely clear about the procedure to follow in the event of any concerns. Whilst there is a coordinator, all staff are sufficiently knowledgeable to act appropriately in her absence and make a referral to the local authority.

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

The provision is good.

Children enjoy a well thought out and stimulating programme of activities. Knowledgeable staff ensure children engage in highly relevant, interesting activities. The opportunities for children to initiate play and lead activities means they can learn at their own pace with supportive adults who help them to make the most of the many learning opportunities. The very youngest children move freely around the room investigating their environment. For example, one child is curious about a storage box under a unit. Staff help him pull it out and follow his cue to remove the lid, he lifts it with help and then lays it back on the box, he repeats this a couple of times before beginning to take the pieces of wooden puzzle from the box, after a while he moves on to the stacking rings. Staff understand very young children's need to move on after short periods. Children and staff join in a lovely singing time. One member of staff starts them off with some action rhymes; children join in with 'five little ducks went swimming one day', she makes a duck beak with her hands and children are quick to mimic this and other actions. They sing 'twinkle, twinkle little star', opening and closing their fingers to indicate twinkling and making a diamond with their fingers. Staff praise children and clap at the end of the song, congratulating them on the good singing and actions. This recognition builds self-esteem. Regular observations of children help staff identify the next steps for children although these are not always included in the achievement records. Staff do however, use their observations well to plan the curriculum appropriate for the children in their care.

### **Nursery Education**

The quality of teaching and learning is good. Children are making progress as they are engaged and inspired by a range of stimulating, relevant activities related to their needs. For example the visits from 'people who help' has children eager to show them the nursery and listen to them talk. Several of the people who visit are familiar to the children, the children's librarian holds regular story sessions at the local library where the children are regular attendees. The community police officer is also a familiar face in the town and the children easily recognise him. Children reflect on the visits for some time and readily recall their favourite visitor. Children access a varied range of good quality resources, which support their learning in all aspects of the curriculum. They are keen learners, confident and eager to try new experiences. They listen to stories with high levels of concentration, participating in the regular refrains of their favourite and much requested story. Children enjoy exploring letter sounds and linking them to familiar words. They use their knowledge of letters spontaneously as they write using chalks when out in the garden. Older children are able to write and recognise their name, they are quick to spot

their places at dinner as they read their name on the placemat. They count confidently and like to count backwards in the countdown rhyme, calling out blast off as they get to zero.

Children use their imagination well, taking on the role of parents, children and superheroes as they play in the house. These role plays help them to make sense of the world around them, as they use language to express themselves and share their ideas with other children and adults. Features of the local community are well known to the children because of their regular visits to the library and local parks. Children understand the needs of living things for food, water and shelter. They recognise the characteristics of living things as they watch the chicken they hatched grow. Children have planted seeds and watch for signs of growth. Children use small tools with increasing skill, they use scissors to cut paper as part of their drawing and sticking activity. In the garden children use the scooters and ride-on wheeled toys, steering around obstacles with care. Children enjoy the challenge of the climbing frame, using their arms to pull themselves up and over the side. Children like to use a variety of materials to create pieces of art, they collect natural items to use with paint and collage. Children respond to music, singing along to familiar children's songs.

Staff understand how children learn and support their development by adopting a child led approach where children engage and learn through play. Use of space could be more effective, allowing for a greater variety of activities in a single session. Planning and assessments link clearly to the six areas of learning in the Foundation Stage. Using individual targets for children plans show how the curriculum is delivered to the group and the progress each individual child makes. Regular observations help pinpoint the next steps from which staff set targets, identifying areas where children need more opportunities to practise existing and emerging skills. Children are interested and challenged with a range of activities and supportive adults, which helps to extend their knowledge and thinking.

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

The provision is good.

Children are highly valued individuals, their needs are met effectively by staff who enjoy working with the children and their families. Inclusive practice means that children are treated as individuals and specific plans are made to support them in their ongoing development. Implementation of the common assessment framework ensures children working with multiple settings and support services have their needs met in the most coordinated way, ensuring they make progress.

Diversity is valued and children using other languages are supported by staff learning important key words in the families' home language, many of which are displayed around the building. Children experience the wider world through topics, festival celebrations and use of resources featuring positive images of people from around the world. Children work harmoniously with their peers, in family groups and with adults. They behave well and understand how their behaviour has consequences and affects others around them. For example, two lively children have been sat together at lunch, one child noticed this when looking at placemats before everyone is seated, he tells staff how they would behave well today. He is obviously aware that their sometimes excitable behaviour disrupts others and recently the two children have been sitting separately. Appreciating the opportunity to sit with his friend he offers a reassurance to his carers and both children behave appropriately throughout the meal.

The quality of the partnership with parents and carers is good. An effective partnership ensures children's well-being. Staff actively seek parents' contributions which helps them to provide

continuity of care, to gain an understanding of children's individual needs and starting points on which to build. Staff ensure that all parents know how their children are progressing and developing, through regular discussions, daily diaries, the sharing of achievement records and open evenings. Parents receive information about the setting, the Foundation Stage curriculum, the weekly topic and the newly introduced Early Years Foundation Stage framework. Children benefit from the involvement of their parents in projects, which contributes to their good health, safety, development and learning.

The setting fosters children's spiritual, moral, social and cultural development.

### **Organisation**

The organisation is good.

The setting is well organised. Effective implementation by staff of the comprehensive range of policies and procedures ensures the well-being of children who attend. Careful supervision of children means the risks of harm are minimised and that children have supportive adults on hand at all times. Sound recruitment, vetting and induction procedures mean children are cared for by staff with knowledge of early years education and child development. Staff are supported in developing their knowledge so they become increasingly skilled in their work with the children. Attendance at external training and in-house cascade training from senior staff demonstrates the team's commitment to developing their practice in line with current thinking and in the interest of the children. Efficient planning of activities, the curriculum and most of the play space ensures children have an interesting and varied range of play and learning opportunities, with the freedom to move around safely. Regular self evaluation of the setting and team by the managers and staff enables them to identify areas for development and adopt a proactive approach to changes and improvements.

The leadership and management of the nursery education is good. The managers and staff plan and evaluate the Foundation Stage curriculum to ensure it meets the individual needs of children. They seek training, advice and support to help them implement changes successfully. Staff understand their roles and responsibilities.

Overall, the provision meets the needs of the children who attend.

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

Not applicable, first inspection.

### **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

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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):

- ensure achievement records show next steps for children

#### **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 space is organised to provide varied play opportunities for older children

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