

# Birdwood Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY362485
<b>Inspection date</b>	26 June 2008
<b>Inspector</b>	Margaret Moffat
<b>Setting Address</b>	St. Marks Methodist Church, Allenby Road, MAIDENHEAD, Berkshire, SL6 5BQ
<b>Telephone number</b>	01628 631024
<b>E-mail</b>	
<b>Registered person</b>	Sarah Louise Dunn
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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?

Birdwood Nursery was registered with a new provider in September 2007. It is situated within St Marks Methodist Church, Maidenhead, Berkshire. The nursery has use of the main hall, small hall, kitchen and toilet facilities. There is a fully enclosed outdoor play area. A maximum of 30 children may attend the nursery at any one time. Sessions are from 09.00 until 12.00 during school term times. On Monday, Wednesday and Friday, a lunch time facility is offered until 13.00.

There are currently 43 children from two to five years on roll. Of these 32 children receive funding for early education. Children attend for a variety of sessions. The setting 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 10 members of staff. Of these, six hold appropriate relevant childcare qualifications and two are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn the importance of good health and hygiene routines. They wash hands their at appropriate times and many do this without prompting. Children confidently ask staff to provide more paper towels, when they have run out. Staff deal with minor accidents effectively; they reassure the children and talk to them as they wash and clean their wounds and encourage them not to scratch. They accurately record accidents and parents countersign and receive a duplicate copy and this ensures they are aware of any incidents that have happened to their child at the nursery.

Children enjoy a good range of physical activities both inside and out. They move confidently in a variety of ways and are competent when using the climbing frame. They show good co-ordination when jumping and running around and negotiate space well when riding trikes. They have opportunities to be involved in music and movement, and obstacle course and parachute activities and this contributes to keeping them healthy.

Children learn about the benefits of a nutritious diet through the provision of healthy snacks and appropriate related discussions about the food we eat. Children enjoy the cafeteria system operated within the nursery as they can choose to have their drinks and snacks when they wish, helping them to recognise their needs. Staff present snacks attractively and snack time is a social occasion enjoyed by all.

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

The provision is good.

Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice if they have concerns about a child in their care. However, some staff are unaware of the procedure if allegations of abuse or neglect are made against them.

Children are cared for in a welcoming and safe environment where staff have minimised the areas of risk. There are clear procedures to maintain children's security, for example, staff stand at the door at the beginning and end of the sessions to ensure children do not leave the premises unaccompanied. The door is locked during session times and visitors and parents ring the bell to gain entry. There are agreed procedures for collection of children by another adult, which contributes to making sure children remain safe.

Children learn to take responsibility for keeping themselves safe as they hold onto the railings when they are walking downstairs and staff reinforce the rules of the nursery by using gentle reminders.

Children benefit from a wide range of resources, which promote all areas of their development. Staff prepare the hall prior to the arrival of the children with a range of toys and activities. The daily routine allows the children to enjoy a range of active, quiet, and indoor and outdoor activities.

## Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and keen to come into the nursery. Provision for children who are not settled includes staff available to comfort the children and sit with them. Parents are given the opportunities to stay if they wish. Some parents choose to stand outside and staff inform them when their child has settled. Children relate well to staff and some to each other. Children confidently approach staff for support indicating good trusting relationships. Children are interested in the activities available and spend time concentrating on self chosen activities. For example, children spend time sorting bears into colours and size, staff give them individual attention as they make conversation with them.

### Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the early learning goals and implement this through the delivery of interesting activities, which children clearly enjoy. Staff observe the children during activities and use their notes to record children's achievements. However, the system is not effective in ensuring children's next steps in learning are identified. Focus activities are planned but the learning intentions are not always clear and evaluations are general and do not show individual children's next steps. Staff know the children well and use appropriate questioning techniques to stimulate thought and challenge children.

Children talk about the day of the week and the weather at registration time. They have opportunities to discuss the letter, number, shape and colour of the week and many children enjoy participating in this activity. However, the organisation of some large group times does not sufficiently support the learning of all the children, for example, those that are more able can be disturbed by those with a short attention span.

Children enjoy looking at books for pleasure and sharing stories with each other. They look at the pictures together and inform visitors they have to find the foxes on the page and sometimes they are easy to find. The nursery operates a library system and children look through the book boxes making choices about the book they want. They find their name card in the file as they recognise the letter it is under and confidently ask staff to record the book they have chosen. Children attempt writing during role-play and many children can write recognisable letters linked to their names.

Children have opportunities to recognise and use numbers one to nine in a familiar context. For example, in a sponge painting activity children say the names of the numbers as they put them on their paper. Staff further develop the activity as they ask the children the numbers out of sequence. When playing games, children confidently count the number of spots on the dice and move their marker to correspond to this.

Children are confident in using information and communication technology. They demonstrate good mouse control when playing on the computer and follow instructions. Staff are on hand to provide additional support if necessary. Children have opportunities to use cameras and telephones and listen to music and stories during everyday play. Children use their imaginative skills well as they enthusiastically take on the role of vets and animal owners in the home corner and act out their own scenarios. They talk about the animal being poorly and ask if the vet can help. They use stethoscopes and syringes and pretend to administer medication to the animals during their play. Children enjoy playing with bubbles in the outside area. Some children use the bubble machine to make the bubbles as others run around and try to burst them, others

choose to blow the bubbles. Children on wheeled toys try to catch the bubbles and show great delight when they achieve this. Children have fun and enjoy themselves during their time in the nursery.

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

The provision is good.

Staff introduce topics such as languages and cultures from other countries. Themed activities and sufficient resources help children develop a positive attitude towards others. There is a good range of resources to promote positive images and children have opportunities to visit the local library and shops to post letters, helping them to gain an understanding of the world around them. Dual language books for children who speak English as an additional language are provided by the setting or borrowed from the library. This contributes to children feeling a sense of belonging. There are good procedures in place to support children with learning difficulties and disabilities. Good communication between staff, parents and outside agencies ensure children are making progress to meet their individual targets. Children's spiritual, moral, social and cultural development is fostered.

Children receive encouraging praise and recognition for their positive behaviour and efforts which develops their self-esteem and understanding of right from wrong. They behave well and know what is expected of them as staff ask the children at registration to recall the rules as a reminder.

Partnership with parents is good. Parents spoken to on the day of inspection report they are happy with the way their children are developing in the setting. They feel part of their children's learning through the library system which is operated in the nursery. Children take home the nursery bear for two sleeps and parents help children write about the adventure and many provide photographs. Parents have opportunities to discuss their children's progress when they wish and are aware that they can access their children's records at anytime. They receive appropriate information about the setting through a handbook, notice board and newsletters. Staff are available at the beginning and end of the sessions to share information with parents and this helps ensure children receive individual care and attention.

### **Organisation**

The organisation is good.

The premises are well organised and space is used appropriately to maximise the play opportunities for the children. Staff deployment is effective and ensures children are supervised at all times. All documentation required for the safe and effective management of the children is in place. However, some policies and procedures do not contain relevant information.

Leadership and management are good. The owner and manager are aware of the strengths and weaknesses of the nursery and have identified the need to improve planning and assessment in the setting's development plan. They actively seek help and advice from the early years partnership. There are effective recruitment and appraisal systems in place and staff are encouraged to attend courses to achieve relevant childcare qualifications. They work well as a team and are aware of their roles and responsibilities. The setting meets the needs of the range of 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 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 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 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):

- update staff knowledge and understanding of child protection procedures to ensure they are aware of the procedures to follow if allegations of abuse or neglect are made against them
- ensure policies and procedures are regularly updated and contain all required information.

#### **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):

- further develop the planning and assessment system to make clear the learning intentions of the activities and children's next steps in learning
- improve the organisation of large group times to support the learning of all children.

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)