

Bluebell Hill Children's Nursery

Inspection report for early years provision

Unique Reference Number	EY363614
Inspection date	03 July 2008
Inspector	Sue Taylor
Setting Address	Seaville Drive, Eastbourne, East Sussex, BN23 6LJ
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Registered person	Chantry Childcare Ltd
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?

Bluebell Hill Children's Nursery is one of two nurseries run by Chantry Childcare Ltd. It opened in 2007 and operates from a converted house St. Anthony's area of Eastbourne. A maximum of 44 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. All children share access to a secure enclosed outdoor play area.

There are currently 69 children aged from birth to under five years on roll. Of these, 15 children receive funding for early education. Children come from a wide catchment area. The nursery supports children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, 12 hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in very clean and well maintained premises. The older children are able to access the toilets independently. The staff monitor to ensure effective hand washing by the children. Good hygienic routines, throughout the nursery, help maintain children's health. When requested by parents, children are brushing their teeth after meals. This helps them understand the importance of personal health care. Children wear sun hats and sun cream in sunny weather.

Parents are informed of the sickness policy that helps protect children from infections. The medication and accident records are detailed and should a head injury be involved, a letter is sent home. This ensures parents have the necessary information to care for their child. Nearly all staff have valid first aid training, as a result, they are able to administer first aid in the event of an accident.

Drinks are easily accessed by all children throughout the day and they have their own named beaker. They can also access fruit throughout the day if they want, in addition to the twice a day, healthy snack. An outside catering firm provides nutritious and balanced meals, with individual diet needs catered for. The children enjoy their lunch and all learn to use proper cutlery. The older babies and toddlers master the use of a fork very well.

The babies and children have daily use of the outdoor play area. They benefit from the fresh air and when numbers allow they are taken out for local walks. The older children develop skills and confidence as they use the climbing frame and slide. They manoeuvre the ride on toys with very good control. Other activities enhance their enjoyment of outdoor play. For example, they have great fun as they chase bubbles or play with a large air filled ball. The nursery education funded children move confidently and show good coordination. Their hand to eye coordination develops well and is supported by easy access to tools and equipment such as glue sticks, scissors, rulers, pencil sharpeners and staplers.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are secure with staff supervising and monitoring children well. Written risk assessments and check lists are in place and regularly reviewed. Potential hazards are reduced such as with the use of socket covers, radiator covers, safety gates and door hinge guards. This enables children to explore their play environment safely.

The resources and equipment throughout the nursery are of good quality and condition. Children have safe and easy access to a good range of age appropriate toys and activities to make choices from. Children learn to keep themselves safe through clear explanations by staff. They learn how to cross roads safely when on local walks. Staff and children have a good understanding of the procedures to follow in the event of a fire because these are regularly practised.

The child protection policy is detailed and supporting guidance is available. Staff have attended relevant training and have a good awareness of their role and responsibility in safeguarding children's welfare. Parents and new staff are fully informed of the nursery's policy.

Helping children achieve well and enjoy what they do

The provision is good.

The staff are enthusiastic and this motivates the children to join in with activities. All babies and children have a named keyworker with whom they can develop a close relationship with. Children settle well, assisted by consistent staff in the group rooms. Individual care needs, such as when to give bottle feeds, are followed in agreement with parents. Each group room has a good range of safe and suitable resources for easy access. Daily use is made of the outdoor area with plans to develop this to enhance children's learning experiences. The two year olds develop skills as they practice throwing balls or playing skittles.

In addition to the manufactured toys there are items for babies and toddlers to explore. The babies enjoy playing with plastic bottles filled with a variety of contents. A good range of tactile play is planned for daily and they explore such materials as paint, wet/dry pasta and textured dough. The two year olds have similar experiences as they play with pasta, shaving foam, glittered water or cornflour and water. The staff ask good questions of children and are experienced in allowing children to discover the answer for themselves, by not always correcting them. This also helps develop children's language for thinking skills. Planning and development records for the young children are in line with the Birth to three matters framework. This helps ensure children are developing, and learn at their own pace.

Nursery Education

The quality of teaching and learning is good. The staff have a good awareness of the Foundation Stage and a clear understanding of how they can support children to develop and learn. The staff are ably assisted by the management team, including a qualified teacher. All staff make observations as children play or participate in planned activities. These are used by keyworkers to complete the Stepping Forward profiles, showing children's progress to the early learning goals. The planning is clear and understood by all. It ensures there is a balance across the six areas of learning and identified learning intentions are from the appropriate stepping stones. Planned activities are evaluated and there is some noting of some individual children's level of involvement or ability. Currently, planning for children's next steps relies on the staff's own knowledge of the children, rather than any formal recording system. As a result, it may not be clear to all staff what support or challenge children need in a particular aspect or area.

The children are very confident and keen to get involved in the activities. They have their own tray where they can put work in to take home or store personal items. This helps them develop a sense belonging. They gain independence as they have free access to the toilets and to their drinks. This enables them to meet their own needs. Children show care towards others and are happy to help. For example, one child goes to get a paper towel to help mop up another's child's spilt water. They happily talk about themselves and their lives, showing interest in others.

Children's communication skills are well supported. Recent training in 'Letters and Sounds' means the staff have a good understanding of how to help develop children's language and speech. Activities, such as singing and guessing the noise, help children's pronunciation and their enjoyment of sound and phonics. When sharing news during carpet time, the staff are encouraging the children to ask questions rather than themselves. Children listen well to stories and enjoy joining in with familiar books. There is easy access to writing materials and children are able to use name cards to practice writing their name or write it on their work. In addition a writing box with a range of interesting resources is available and used during outdoor play or role play.

Children count confidently throughout the day as they play or during activities. The more able child recognises numbers over ten. Children's understanding of space, shape and measure is developing well. They recognise the properties of simple shapes. They use appropriate mathematical language during free play activities. For example, a child notes there are 'lots of girls and not many boys.' The older children are easily able to say what number is one more, helping with their learning about simple calculation.

There are opportunities for children to explore different materials and textures. They gain a sense of place as they look at maps and go on local walks. Children benefit from visitors to the nursery such as the police and fire brigade. They explore items on the interest table, learning about how others live around the world. This is well supported as children have great fun tasting different oriental foods, discussing the taste, texture and smell and trying to eat noodles with chop sticks. They sing with enthusiasm and particularly enjoy action songs. Their imaginative play is supported with dressing up clothes and a role play area. In addition, they have a tray where the content changes daily. For example, they explore ice cubes, water and bubbles, rice, compost or gloop. In addition to adult planned art activities, a display of children's pictures shows that their own work is valued.

Helping children make a positive contribution

The provision is good.

The nursery has an understanding of equal opportunities and inclusion. They ensure that children's individual needs are met well. Good detail is obtained from parents and processes in place ensure all staff are well informed. There are resources in the rooms that positively reflect diversity, with pictures supporting inclusion displayed around the nursery.

The nursery has a special educational needs coordinator who is completing the appropriate training. She is supported by other staff with relevant knowledge and awareness. This helps ensure that, when necessary, a child's individual learning and development needs are met, alongside discussion with parents and other professionals. The staff have had Makaton training and the older children are learning this as well. Some are very confident, showing the signs for various colours as well as for eating, mummy and daddy.

Behaviour management is very good. The policy includes supportive guidance to staff on areas such as bullying and biting. The children develop positive relationships with the staff and respond positively to requests for good behaviour. Children listen well and happily help tidy up. The friendly and caring atmosphere with staff showing respect for the children as well as for each other results in well behaved children. Children's spiritual, moral, social and cultural development is fostered.

Parents and carers are welcomed into the nursery. They are able to attend a session to see how their child spends their day, if they wish. A waiting area is provided for parents who are settling their children into the nursery. There are useful leaflets available, both in English and Polish, covering issues such as 'talking with your baby' and 'dummies and talking'. Parents of the under two's receive a daily sheet that gives some detail of how their care needs are met such as when they had a sleep. It includes some information about the activities their child took part in. For the older children feedback sheets note certain information that is shared when children are collected. Parents can view their child's development records, talk to the keyworker or attend the twice yearly parent evenings to find out how their child is progressing. However, they are not encouraged to support their own child's development and learning with home activities, nor are they contributing to the profile records.

Information is shared through the notice boards, newsletters and the white boards that note resources and activities each room has being involved with that day. Some detail about the Birth to three matters framework and Foundation Stage is provided. Partnership with parents of nursery education children is good. Policies and procedures are shared. Questionnaires are sent out annually to gauge parent views. Those that get returned are read and evaluated with feedback provided.

Organisation

The organisation is good.

Recruitment is rigorous and thorough to ensure the suitability of staff, with a detailed induction programme in place. The staff's professional development is very well supported through the appraisal system. Adult to child ratios are met with the management staff on hand to assist when required. The nursery more than meet the required ratio of qualified staff and further training is actively encouraged. The children benefit from the organisation of the environment, staff and day. Resources are arranged to support both adult led and child free choice play.

Supporting documents, recording systems, policies and procedures are clear and well organised. The accurate and detailed attendance record shows what staff are working where. Leadership and management are good. There is effective communication throughout the nursery and this contributes to the smooth running of the day. The nursery integrates care and nursery education well. The motivation of the staff and children is very good. The staff work well as a team and with clear guidance and support this enables them to provide a well-balanced day for all children. The management have devised a thorough Quality and Standards Appraisal system for the nursery. Random checks enable them to have a clear awareness of how the nursery runs and to identify action plans. 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.

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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):

- develop the outdoor play area to enhance children's learning opportunities

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 planning to ensure that children's individual next steps are clearly noted and used for future planning
- develop parental involvement in supporting their child's learning at home and encourage their contribution to the development profiles (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