

# Bluebell House Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY360784
<b>Inspection date</b>	21 July 2008
<b>Inspector</b>	Lesley Sharples
<b>Setting Address</b>	361 St. Annes Road, Blackpool, Lancashire, FY4 2QR
<b>Telephone number</b>	01253 407 172
<b>E-mail</b>	
<b>Registered person</b>	Learning Curve Nursery Group
<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?

Bluebell House Nursery is situated in the south shore area of Blackpool. The registered provider is Learning Curve Nursery Group and has been registered since October 2007. The setting offers four main play rooms in a detached single story building, with a garden to the rear of the premises.

Registration is for a total of 33 children under five years. The setting is open from 08.00 to 17.30 all year round, apart from Bank Holidays. Currently there are 57 children on roll, of these seven, four year olds and 23 three year old children are in receipt of funded nursery education. The setting supports children who have learning disabilities and difficulties.

There is a staff team of nine, of whom one is qualified to Level 4, six qualified to Level 3 and one undertaking National Vocational Qualification Level 3 training in early years. There are also three support staff for cleaning, cooking and maintenance. Advice, support and training is gained from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children throughout the setting thrive as their physical, nutritional and health needs are well met. They are learning effectively about being healthy, through their daily routine, because they understand the importance of regular hand washing during significant times of the day. This helps to prevent the spread of infection alongside the setting's procedures in maintaining a clean environment. Children's health is protected because all staff hold current first aid certificates and some hold basic food hygiene certificates. This means that they can prepare food hygienically and offer advice and support in case of accidents or illness. Documentation meets requirements in relation to medication and accident recording. A review of accidents monitor if there are any common causes which can be removed or improved, such as not playing on the uneven concrete.

Children have their health and dietary needs met because staff use information from parents effectively to meet their individual requirements. Their 'All about me' form requests information and this is held in the kitchen, with the child's photograph, so that there is a consistent reminder for the cook and staff. Children are provided with balanced and nutritious meals and snacks which include plenty of fresh fruit and vegetables. There is a fruit bowl in the room and children help themselves. However, this means they play and eat at the same time which is potentially hazardous, especially when running about or playing on the trampoline. Lunchtimes are exceptionally well thought out and offer children a pleasant and relaxed time. They help to set the tables and place flowers in the middle, making the activity tables look homely. They help themselves from serving dishes, giving them opportunities to decide how much for themselves and pour their own water from suitable jugs. Especially notable is the fact staff also have a place set at the table and eat the same meals, therefore role modelling good social manners and providing a relaxed and sociable time. This evolved from staff role playing good and bad scenarios in a training session. Consequently, successful and praiseworthy practice is in place.

Children enjoy the benefits of plenty of fresh air and exercise as they play outside each day and in most weathers. Staff are vigilant in putting on sun cream and hats to protect children and there is plenty of natural shade from trees in the open spaces. Children test and develop their physical skills in riding bikes and scooters, kicking balls and climbing and sliding. A weekly aerobics session takes place with a visiting professional and older children are exuberant in following instructions. Young children have plenty of space to develop their muscles and develop skills in crawling and toddling. They play safely on grass separate, from older children riding bicycles and in cars. Young children rest and sleep according to their needs and in full consultation with parents within a separate sleep room which is quiet and well monitored.

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

The provision is satisfactory.

A good balance of displayed artwork and educational visual aids by staff and children, along with new refurbishments and decoration, contributes to an environment that welcomes all users. The creative storage of toys and resources enables children to explore and make their own choices. The attention to detail in the structuring of rooms presents children with exciting areas for specific aspects of play. Younger children have space to move about freely and comfortably and can explore many stimulating resources as well as observe what is going on outside their room, through low level windows. Older children play and learn in both indoor

and outdoor classrooms, therefore increasing their choice and variety of experiences. Children have access to a wide range of toys, equipment and play materials. These are age appropriate and fully support the developmental needs of children from birth to five years.

Accidental injury to children is minimised as staff are vigilant and use thorough daily risk assessments to reduce potential hazards. However, this is not extended to the entrance gate which is not kept secured at all times to contain children, especially when they are playing outdoors. Staff otherwise, have a good understanding of how to keep children safe and achieve a balance between freedom and setting safe limits. Premises are kept secure and access is only gained by parents accessing the keypad. Visitors are visually monitored first asked to sign in. Therefore, everyone is accounted for on the premises at all times. The collection of children is supervised well, by only allowing children to leave with those persons known to staff and authorised by parents. Children take part in regular fire drills and this promotes their safety and well-being. Critical analysis of how these are carried out, ensuring improvements are implemented.

Staff have a sound understanding of their roles in relation to the setting's child protection procedure. They understand the signs and symptoms of abuse and know to report any concerns to the designated person, who is the deputy manager. The child protection statement includes relevant telephone numbers, procedures if an allegation is made against a member of staff and up to date information regarding the Local Safeguarding Children Board. The government guidance. 'What to do if you're worried a child is being abused' is displayed for reference at all times.

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

The provision is good.

All children are content and thoroughly enjoy their time at this setting. Children fully benefit from practitioners effective planning and the provision of activities and play opportunities to support and develop their emotional, physical, social and intellectual capabilities. Planning links well to the 'Birth to Three Matters' framework and the Curriculum Guidance for the Foundation Stage, so that children's needs are met and cover all aspects of play and learning.

Young children are making good progress in their development. Staff are instrumental in this process as they clearly know the children well and are very aware of how they individually learn and progress. This information is used in conjunction with supporting observations and assessment of learning and completing individual child profiles. This influences the continuing effectiveness of activities and play opportunities to extend children's progress and achievements. Infants explore freely and self discovery opportunities are readily available in the form of treasure baskets and reachable hanging mobiles. Toddlers are developing skills in simple jigsaws and show plenty of interest in their environment and resources. They relate well to staff who respond with lovely language and interaction. For example, playing 'peek a boo' hiding behind material and reading stories with expressive language. Young children also have experiences in developing their creativity with abundant and well planned activities, such as sand and water, chalking and different ways with paint.

### **Nursery Education.**

The quality of teaching and learning is good. Children are captivated and inspired by an extensive range of stimulating, purposeful activities and resources which accommodate all six area of learning. They are eager to learn and are self-assured in their play, whether on their own or in

groups. They extend this confidence and show interest with Information and Communication Technology (ICT) as they follow simple programmes on the computer with good mouse control. The use of other programmable toys, however, is limited in helping children learn how things work.

Children make sense of the world around them as they participate in themed activities and focussed activities throughout the year. Recently they contributed to the float for the local 'Club Day', helping them feel a sense of community. Visiting professionals contribute to expanding children's learning about others, including fire officers, librarian, dental hygienist and a French teacher who comes one session a week. Children also learn about living things as they proudly show their vegetable and flower patch. They show great curiosity as they talk about their broad beans they are nurturing and know that they are having rhubarb to eat shortly.

Children's imagination is promoted very well through role play and creative opportunities. They use marks readily to represent their ideas, such as drawing the baby inside her mummy's tummy.

Photographic evidence shows them in an 'operating theatre', being surgeons and operating on dolls. They wear outfits and use special dolls which show organs, leading to plenty of curiosity and learning about themselves. They excitedly use foam and corn flour to explore textures and produce art work which is valued, as some is displayed in the office and other areas of the setting. Music and singing is thoroughly enjoyed by children. They explore sound and try different instruments for themselves as well as having sessions with the visiting 'music man'. This increases children's interest in creativity in a fun way. Number, letter, colour and shape forms part of every day learning and reference to all these are seen throughout their environment.

Teaching and learning is good. Staff have secure knowledge and understanding of the Foundation Stage and how young children learn, gained through training and further professional development. This is implemented well into the planning and delivery of the education. Teaching methods, expectations and questions challenge and support children to achieve as much as they can. For example, children's fascination is supported when looking at ants in the garden and the member of staff responds to requests to have one on their hands, so they can watch them closely, without taking over, therefore, allowing time for children to satisfy their curiosity.

Children's starting points are found out about and this information is collated in a book 'All about me'. They build on this information effectively to help children achieve as much as they can and in consultation with parents. A flexible approach to planning and an excellent balance between adult and child led activities, allows them to learn at their own pace. Information gained from assessments is used to help move children to the next stage in their learning. For example, there are ongoing observations, full written profiles completed and examples of work within their own file. This ensures they make good progress through the stepping stones and gives a clear picture of progress.

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

The provision is good.

Children gain a positive view and understanding of diversity as staff provide a selection of meaningful activities and resources. For example, they have access to appropriate role play items, books and musical instruments. Football trainers come in for the sports academy and both boys and girls attend this activity. Support for children with learning disabilities and

difficulties is successfully focussed on the setting's policy. Designated staff have had training on the revised Code of Practice and they know to work closely with parents in a supportive and enabling way.

Children's behaviour is exemplary and they are clearly aware of their boundaries, as methods used for managing behaviour are developmentally appropriate. These include, praise, using stickers, discussion and keeping children well engaged in a range of stimulating age appropriate activities. Children demonstrate very positive caring attitudes to others which are fostered by the staff team, who act as positive role models. All children are beginning to distinguish between right and wrong as the manager has put together a behaviour code, so there is consistency with all members of staff. Clear recording of any incidents ensures parents are informed of behaviour which affect others, such as biting. Additionally, hints and tips are held on file should parents seek help and advice in managing aspects of behaviour.

Partnership with parents and carers is good. Children benefit from the close working relationship between parents and carers and the way that information is shared. Daily discussions, information displayed on the notice board, newsletters, questionnaires, parents evenings and involvement in nursery life forge strong partnership so that parents are kept well informed. Information for parents though, has not been updated within the settings brochure. Parents are invited to contribute to their child's profile and positive appreciative comments seen, praise the staff and comment how well their children are progressing. Involving parents in their children's learning at home is a weakness of the setting, so that they can consolidate aspects of learning going on at the nursery. Story sacks are borrowed and parents are requested to bring in items for the themed table, which links home and nursery well and further contributes to partnership.

## **Organisation**

The organisation is good.

Children are settled within this well organised setting, which is good at promoting their care and learning. The staff team are committed to developing their knowledge and skills through further training and development, which impacts significantly and positively on children in their care. Staff files are shared with parents so that they know the extent of their qualifications. The required information about the suitability of each member of staff is held separately and recruitment and vetting procedures are well implemented. Induction for new members of staff is thorough and means that they understand policies and procedures and their roles and responsibilities.

The adult-child ratio positively supports children's care, learning and play. Staff are deployed effectively and children are grouped appropriately which contributes to their health, safety and enjoyment in the setting. It is encouraging to note that children's safety and learning is further supported with additional staff to cover cooking, cleaning and maintenance duties. This allows staff time to work directly with the children. Records of attendance for both staff and children are maintained well alongside all other documentation requirements. Revised policies and procedures work effectively in practice to promote the safe and efficient management of the setting.

The leadership and management within the setting is good. The experienced manager speaks highly of the staff team and the support she receives from the area coordinator. There is a clear vision for continuing improvements and a development plan for the education provision, especially in the systems for observing and planning for individual learning and the provision for role play. Staff are supported in their development, such as the deputy undertaking a

foundation degree course. Her own training needs are accommodated by attending Early Years Foundation Stage workshop specifically for managers. In house training also takes place, using highly qualified professionals working in the organisation's other settings.

The provision is managed and monitored effectively because the manager observes staff in their work and involves them in decision making within regular staff meetings. The manager also meets with the managers and area coordinator of the organisation, so that practice issues are shared. The staff partake in team sports outside of nursery hours and work well together in the setting. They are committed to promoting an inclusive environment in which every child matters. This works effectively in practice because all children are acknowledged and their key person knows them very well. Children, therefore, feel valued and supported in their learning.

Overall, the provision meets the needs of the range of the 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):

- ensure children's safety and security at all times in relation to the entrance gate
- consider how children access their snacks so that they enjoy these as a separate activity
- update information for parents about the setting.

#### **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):

- involve parents more in their children's learning at home

- increase opportunities for children in using programmable toys.

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)