

Bishopswood Day Nursery Limited

Inspection report for early years provision

Unique reference number EY273422
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Inspector Margaret Davie

Setting address Horsepond Road, Gallowstree Common, Reading,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Bishopswood Day Nursery is run by Bishopswood Day Nursery Limited. It opened in 2004 and operates from six rooms in a converted school. All children share access to a secure enclosed outdoor play area. The nursery is in Gallowstree Common, between Reading and Henley, on the Berkshire/Oxfordshire border. The nursery is open each weekday from 07.30 to 18.30 for 51 weeks of the year. The premises are accessible and there are two disabled toilets.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, and may care for a maximum of 128 children in the early years age group at any one time. There are currently 98 children in the early years age group on roll, and of these 38 receive funding for early education. Children come from a wide catchment area and attend for a variety of sessions. The nursery is able to support children with special educational needs and currently supports a small number of children who speak English as an additional language.

A total of 28 staff are employed, 22 of whom work directly with children. Of these, 20 hold an appropriate early years qualification and two are training for a qualification.

Overall effectiveness of the early years provision

Children are cared for in a warm and welcoming environment, and get a good start to their early education. The well organised provision and its close links with parents mean that they settle well and enjoy their time at the nursery. Children are keen to attend and are well known by the caring staff, who make every effort to meet all their individual needs and provide a wide variety of activities to support their learning and development. Managers are committed to a constant focus on improvement and the recommendations from the previous inspection have been thoroughly addressed.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all fire exits are free from obstructions
- ensure written progress reports identify children's next steps and that these are shared with parents
- provide greater opportunities, particularly for older children, to freely access all areas of learning in the outdoor environment
- develop children's independence skills at meal and snack times throughout the nursery

The leadership and management of the early years provision

Leaders and managers are focused on helping children to make good progress in their learning and development and on promoting their welfare. They carry out regular quality checks to identify any areas of the nursery that require improvement in order to constantly better the provision made for the children. Monthly internal inspections are carried out, which concentrate on various targets and ask staff to answer key questions about policies and procedures. This ensures that staff are knowledgeable about requirements and their practice is consistent, for example in the management of behaviour. As a result, children are aware of expectations and behave well. A positive emphasis on continuing professional development for staff encourages everyone to develop and update their skills.

Effective management ensures that staff and resources are well deployed. Following the last inspection, the owner purchased more resources, particularly for the pre-school room, and children now have access to a good amount of toys and equipment to support their development. More resources have also been provided to encourage children to develop positive attitudes toward diversity, such as dolls, jigsaws puzzles and dressing up clothes. Shift patterns have been re-organised so that a child's key person is present when they are, and this ensures that there is a well known adult on duty who is familiar with their needs. There are good links with parents, who are very happy with the provision made for their children and are pleased with the ready access they have to staff in order to share information about their child's day. This promotes children's continuity of care well. Children's records provide parents with good quality information about how well their child is doing. However, although the nursery identifies children's next steps in learning, these are not formally shared with parents so they can support their learning and development at home if they wish. Parents find managers and staff very approachable and feel this impacts positively on how well their children settle.

Secure access to the setting ensures children's safety and they are well supervised by staff throughout the day. All required policies and procedures are in place to safeguard children. Risk assessments and daily checks are carried out to ensure the premises and equipment are suitable for children to use. However, on the day of the inspection, the fire exit in the baby room was obstructed, preventing a speedy exit in the case of an emergency. Adults have a clear understanding of the procedures to be followed to identify any child at risk of harm and how to liaise with the appropriate agencies. Rigorous recruitment procedures ensure that all staff are vetted and suitably qualified. This impacts positively on children's welfare.

The quality and standards of the early years provision

Children make good progress during their time at the nursery because they enjoy a range of stimulating activities which motivate them to learn. Staff know their individual needs well, making regular observations of their development and using this information effectively to inform planning. As a result, planned activities both indoors and outdoors are enjoyable and within children's capabilities, but also provide challenge. For example, while playing in the garden, older children are

challenged to navigate the wooden walkways by holding hands and working together, an activity they find most amusing and satisfying. Staff engage and encourage children during activities, using supportive language and asking open questions to develop their thinking skills. For example, children are encouraged to think about using the big and little engines, and whether it will be dark and spooky in the tunnel while playing with a train set. Staff are very encouraging and quick to praise children and as a result, they develop good levels of confidence and self-esteem.

Problem solving, reasoning and numeracy, along with a knowledge and understanding of the world and physical development, are consistently well promoted through construction toys, puzzles and large and small equipment. Staff regularly encourage children to increase their awareness of counting and numbers. For example, at the start of the day when they count up to the day of the month. Children express their creativity through singing, playing instruments and art. They show great enjoyment of the freedom they have to express their individual creativity, while drawing on large sheets spread out on the floor. Children's language skills are good. Staff talk to them about what they are doing and use lots of language re-enforcement with babies and toddlers to help them develop their speech. Young children quickly develop good listening skills. For example, listening very carefully while waiting to hear their name come up in their nursery song, which means they can wash their hands in preparation for snack time. Older children initiate their own play, and make up and share stories in the puppet theatre. The nursery has made good improvement to developing children's early writing skills. Daily opportunities to make marks and practise their writing, as well as good access to writing materials and encouragement to write in their everyday play, means children regularly practise their skills. Young children grip crayons and make lines and marks, and older children write notes and make appointments while playing in the home corner. Some are able to write their name and know the letter sounds. Babies and young children enjoy exploring a range of exciting resources and crawl and toddle about freely to gain physical confidence. They learn about the world around them as they watch the horses in the field next door and use their senses as they touch different materials, such as the shredded paper. Children feel valued and safe because staff are kind and gentle with them and give them plenty of cuddles throughout the day to make them feel secure.

Children's personal, social and emotional development is good. Staff encourage them to make good relationships with their peers and learn to share and take turns. They develop independence as they self-register, change their shoes and coats for outdoor play, stow their wellies and take some responsibility for their self-care as they get older. They are very familiar with routines, but aside from helping to set out name cards and place mats, they have few opportunities to develop their independence at meal times. Children are encouraged to be healthy, regularly washing their hands during the day to prevent the spread of germs, and hygienic systems are in place for nappy changing. Children enjoy a well-balanced and healthy diet, get plenty of fresh air and sleep in accordance with their own requirements to support their good health. They develop physical confidence using the wide range of outdoor equipment. However, older children have limited opportunities to take part in activities which promote their development in all six areas of learning in the outdoor environment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection that required the provider to take action.

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.