

# Bracken Place Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	511326
<b>Inspection date</b>	03/12/2008
<b>Inspector</b>	Jacqueline Munden
<b>Setting address</b>	3 Bracken Place, Chilworth, Southampton, Hampshire, SO16 3NG
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<b>Email</b>	
<b>Type of setting</b>	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**

Bracken Place Day Nursery opened in 2000. It is located in Chilworth on the outskirts of Southampton, with convenient access from the motorway. The nursery is privately owned and managed. It operates from four units in a converted house and a purpose built extension. The pre-school, in the single floor extension, is completely accessible with disabled toilet facilities. There is ramped access to the ground floor of the house and stairs to the first floor.

It is open Monday to Friday from 8.00 until 18.00 for 51 weeks a year. All children have access to secure outdoor play areas and woodlands in the grounds.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register for a maximum of 94 children. There are currently 121 children on roll. The setting is registered to accept nursery funding.

There are 26 staff who work with children. Of these, 16 hold appropriate qualifications and all others are working towards a suitable qualification. A further nine members of staff are employed in the nursery to work in the kitchen and in maintenance. The nursery is a member of Pre-school Learning Alliance.

## **Overall effectiveness of the early years provision**

The nursery is well organised and staff practice effectively ensures all children are included. Children enjoy their time at the setting and very good attention is generally paid to ensuring their welfare, learning and development are promoted well and their individual needs met. The strong management structure of the nursery promotes continuous evaluation and development in all areas of the provision. Effective systems, policies and procedures ensure the safe and smooth running of the nursery.

## **What steps need to be taken to improve provision further?**

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

- increase the time babies spend outdoors to ensure their good health and development are always fully promoted
- ensure all the written plans of children's individual targets show the intended learning outcome to ensure any member of staff working with them, and parents know what is to be achieved.

## **The leadership and management of the early years provision**

Outcomes for children are good because the management team and staff of the nursery work well together to ensure children are settled, stimulated and well supported. Staff know the policies and procedures well and these are implemented

effectively to ensure regulations are met and children are safeguarded. Children benefit from the well qualified and enthusiastic staff whose deployment ensures appropriate ratios are maintained and the needs of children met.

Robust employment and induction procedures ensure all staff working with the children are suitable to do so. The use of regular appraisals ensures staff continue to be supported and any training needs identified, allowing for their continual progression. Staff have a clear direction, are secure in their roles and responsibilities and have a good working knowledge of the Early Years Foundation Stage (EYFS) to ensure the welfare of children and to provide a balanced curriculum. However, some areas are noted for further improvement regarding planning and the use of outdoors for babies. Staff in each unit have weekly meetings to discuss how well the planning and activities are being delivered and practice is evaluated further at whole nursery meetings. The manager is supported well by the proprietor who is fully involved in all aspects of the nursery. They demonstrate a strong capacity to ensure changes are implemented to improve the care and learning of all children.

Partnership with parents is a strong element within the setting. Parents are welcomed into the setting and can look at their child's development record at any time. Parents receive regular newsletters, they have opportunities to meet with their child's key worker and are encouraged to be involved in their learning. Parents report they are very happy with the care their children receive. They feel welcome in the nursery and can talk to staff and management freely. They like the use of daily books used for the younger children to share information and look on the white boards for details of meals and activities the older ones have enjoyed each day. The nursery has strong links with local schools and other settings delivering the EYFS that children may attend to ensure continuity of care. Systems ensure a fully inclusive approach to meeting the needs of children. Those with individual learning needs have plans in place and there are clear links with other agencies and parents, for information, guidance and support. Children with English as additional language are supported well.

## **The quality and standards of the early years provision**

Staff are keen to provide a bright, safe and stimulating environment where children can freely learn and explore. A wide range of resources are available in each unit to meet the developmental needs of all children. These are easily accessible enabling children to be independent and develop their own ideas. Young children enjoy exploring the treasure baskets and instruments that are laid out to entice their interest. Older ones use resources such as sticky tape and scissors to wrap boxes, and learn to use them safely. Children of all ages are interested in the activities provided and staff are good at extending children's play and ideas. Children benefit from opportunities to help prepare the tables for meal times, they pour their own drinks, visit the toilets independently and are encouraged to put their boots on to play outdoors. All of which promote high levels of independence as children take responsibility, develop self help skills and grow in confidence in their own abilities. The key person system is effective in ensuring all children are included. Staff interact well with children, taking time to get to know them and

their families, and demonstrate friendly and caring relationships. Therefore, children are very happy and settled throughout the nursery. Staff are attentive to children when they are playing, and respond very well, ensuring they answer the children's queries in a way they fully understand at the right level for them. Children are praised and encouraged throughout the sessions, as staff focus on their positive behaviour and recognise their efforts to help others. Children behave well because staff implement the clear rules and boundaries consistently, and the children know exactly what is expected of them. Effective strategies are implemented to encourage children to learn to take turns. For example, in pre-school, children write their names on a waiting list for a turn in using equipment or to make a snowflake.

In all units, the curriculum planning closely follows children's interests and ideas so that they are motivated to learn and make good progress. Observations are completed by the staff and the information is used to identify the children's next steps, which are incorporated into the short term planning, ensuring the children's individual needs are being met, although the intended learning outcome is not always stated on the plan to inform all staff that may work with children, and the parents, of what they want the child to learn from a given activity. Staff generally make good use of the well organised, interesting outdoor play areas and children reap the benefits of the fresh air daily. Children in the pre-school greatly benefit as the staff encourage a free flow system using the in and outdoors to promote all areas of learning. Children excitedly look for ice and discover it melts when held. However, the babies do not have the same benefits of daily access to the gardens and fresh air. Staff have a good understanding of the early learning goals, consequently the continuous provision, inside and outside, ensures all six areas of learning are covered, providing a well balanced programme of activities and experiences for the children.

Comprehensive risk assessments are systematically completed, ensuring all safety measures are in place and effectively implemented. Children are secure because staff are vigilant and ensure the premises are safe for their use at all times. Children learn to keep themselves safe. They learn how to evacuate the building quickly and safely as they practise regular fire drills and to move around the building and use stairs safely. Children are fully involved in keeping themselves healthy. They learn about foods that are good for them and personal hygiene routines. Children greatly benefit from a healthy and nutritious diet. Their individual dietary needs and preferences are met when meals are planned and prepared by the cook and kitchen staff.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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

## **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.

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.