

Jingle Bell House Day Nursery

Inspection report for early years provision

Unique reference number EY374817
Inspection date 11/11/2008
Inspector Christine Coram

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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).

Description of the setting

Jingle Bell House Day Nursery was previously known as First Steps Day Nursery and registered under new ownership in 2008. It is owned and managed by The Jingle Bell House Ltd. It operates from a converted house in north Bournemouth within easy reach of the town centre. The premises are accessible to all, although the first floor can only be accessed via stairs. There is a large secure garden for outdoor play.

The nursery is registered on the Early Years Register for care for 42 children at any one time. There are currently 93 children in the early years age group attending.

The setting employs 17 members of staff. Of these, 16 hold suitable qualifications in childcare. Six members of staff are currently undertaking, or upgrading, their qualifications.

Overall effectiveness of the early years provision

Children attending the setting are happy and relaxed, and clearly enjoy their activities. Staff value them, and planning is for the individual child so that all are included and develop well. The setting is supremely capable of constant improvement and motivated to develop their services to the highest standard.

What steps need to be taken to improve provision further?

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

- review the level of challenge to ensure that the expectations of the children are always appropriate
- develop the system for liaising with other settings attended by the children

The leadership and management of the early years provision

The setting has effective systems in place to evaluate its practice. Staff assess the activities that they provide, and the manager evaluates the overall provision. This process highlights many issues for improvement, and these are included in a very detailed development plan. The provider is keen to ensure that adults meet the children's needs and this is evident in the improvements made in the few months since registration.

The setting works effectively in partnership with parents to ensure that they seek their opinions and consider these. For example, the provider uses questionnaires to canvas their views about the general running of the setting. Parent evenings provide an opportunity for key staff members to discuss each child's progress with their parents. Children's assessments are available for their parents to read at any time. Parents indicate that they are very satisfied with the arrangements and

believe that the staff value the information that they give about their child's development.

The setting willingly works with other agencies, such as health professionals and therapists, to provide consistent care for the children. However, the system for liaising with other childcare settings attended by the children is limited.

The setting has clear and robust systems to protect children. These include the careful and rigorous recruitment and vetting of staff. This means that suitable adults are caring for the children. The safeguarding procedures are very clear and recently employed members of staff confirm that these were explained to them as part of their induction.

The quality and standards of the early years provision

Children's learning and development is promoted well. The managers and staff have devised an effective system to observe and assess individual children's progress and identify areas for their development. This is summarised for each group and the subsequent planning relates wholly to the needs of the children. However, there are occasions when the most able children are not sufficiently challenged or when the expectations of toddlers are too great.

Children play with others and include their peers in their play. They show motivation and excitement in their activities. Their interaction is developing well as they chat confidently in their work. Babies respond with delight to staff who frequently interact with them. Children learn about sounds and numbers, for example, two-year-olds count with the support of staff. They also learn about technology and the world around them through visitors to the setting and other activities. Children behave well and respond readily to the staff's requests. They learn to care about others through the clear explanations given by staff. These experiences and skills help to prepare them for future life.

Children learn about food and its origin. For example, they pick pears from the tree in the garden for their snack. This helps to promote their interest in healthy eating, along with the hot meals and fruit that are offered. Other examples of their developing awareness of health include discussion when a child needs a cold compress following a minor accident, and the opportunity for them to help themselves to drinks of water as they choose.

Children are safe because the setting has clear and detailed risk assessments for each area, and adults give clear explanations to children about why an action might be hazardous. Children support each other in learning about safety. One child shows another how to hold the knife to cut fruit safely and efficiently for snack, for example.

Children develop their imagination and creativity through varied activities. For example, babies experiment with instruments that require shaking and tapping. The sounds they create, and adult encouragement, stimulate their attempts. Older children use their imagination in conversations and play.

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.	1

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 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 registration.

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.