

Bishy Barnabees Day Nursery

Inspection report for early years provision

Unique reference number EY373617
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Inspector Tessa Margaret Betts

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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

Bishy Barnabees Day Nursery opened in 2008. It operates from a purpose built premises situated on the same site as a conference and training centre, in Mattishall, Norfolk. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. The building is single storey and children share access to a secure enclosed outdoor play area.

A maximum of 54 children from birth to under eight years may attend the nursery at any one time. There are currently 39 children on roll, of whom 34 are in the early years age range. To date there are no children attending with additional needs or who have English as an additional language. The nursery also provides crèche places for parents accessing training at the adjacent venue and out of school care for local schools. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery employs six staff members. Both managers and one staff member are appropriately qualified and the remaining staff are currently undertaking relevant training.

Overall effectiveness of the early years provision

Bishy Barnabees Day Nursery provides effectively for children in the Early Years Foundation Stage. The flexible system of planning ensures that all children enjoy their time at the nursery and make good progress. The staff create a safe and extremely welcoming environment paying particular attention to ensuring the inclusion of all children. They show a high commitment to continuous improvement through their drive, enthusiasm and organisational skills to further improve the positive outcomes for children attending.

What steps need to be taken to improve provision further?

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

- develop systems to liaise with other settings delivering the Early Years Foundation Stage that children attend to ensure progression and continuity of care
- further develop the process of self-evaluation to ensure strengths and weaknesses of the early years provision are identified.

The leadership and management of the early years provision

Effective leadership and management contributes significantly to the running of this day nursery. There are clearly defined responsibilities in place which results in a cohesive team where every one understands their role. This has a positive impact on children's welfare and their progress towards the early learning goals. Essential documentation which includes records, policies and procedures are well presented to guide staff in their practice and inform parents. The managers have a

clear vision for the future showing good capacity for continuous improvement, however, the process of self-evaluation is not yet being fully utilised. Robust safeguarding procedures are in place to ensure all staff are equipped to deal with any concern that may arise. Vetting procedures for all adults who work with children are robust. Staff are deployed well throughout the day to support the interests of the children so that their welfare, learning and development is secure.

Children benefit from the enthusiasm of the staff who are experienced child care practitioners and show a high commitment to furthering their own professional training and personal development. The nursery promotes inclusion well by taking into account children's home backgrounds and adapting activities to promote their understanding of the needs of others. The nursery runs smoothly on a day-to-day basis. Resources are well used to improve outcomes for children. Good links exist with parents who comment favourably on the organisation and progress their children are making in their learning and development. They feel included in their child's learning journey through discussion with the key person, through written information provided and by offering suggestions for activities linked to the children's home experiences. The nursery does offer care for children before and after school. However systems are not yet fully developed to liaise with other settings delivering the Early Years Foundation Stage to ensure their progression and continuity of care.

The quality and standards of the early years provision

Children's welfare is actively promoted within the nursery. Babies are well supported by staff who are familiar with their home routines. They respond excitedly to the warm greeting given by staff on arrival and the individual care given around routines such as bottle feeding and sleep periods. Good hygiene procedures consistently applied by staff ensure all children remain in a healthy environment. Additional measures such as staff using a hand sanitizer at regular intervals throughout the day and encouraging children to clean their teeth after eating, promotes their good health and further minimises the risk of cross infection. Children are learning how to keep themselves safe as they role play in the home corner. They confidently talk about the need to let a hot cup of tea cool down so that you do not burn yourself and alter their behaviour promptly when they are reminded to use their walking feet to prevent the risk of accidents. Children enjoy healthy and nutritious snacks and meals. All food is cooked on the premises using fresh ingredients. Children are able to respond to their own needs as they access fresh drinking water from a large dispenser. Menus are displayed for parents with suggestions for packed lunches to promote healthy eating. Children's dietary needs are understood by staff and respected. Children are well mannered and polite. They are spontaneous with their 'please' and 'thank you' and respond well to the praise and encouragement given by staff who have high expectations of positive behaviour. Good use of space ensures babies and young children can play safely, be active and rest appropriately. Secure risk assessments both indoors and out contribute to ensuring the environment remains safe and secure throughout the day.

Children's learning is well supported by key adults as they readily involved

themselves in the children's chosen play activities. In discussion with parents and through observations children's starting points are known and built upon. The environment is attractively laid out with many examples of children's work displayed including photographs of recent activities enjoyed. Children readily find themselves in the photographs and recall the experiences shared. The quality of planning is effective in ensuring each child receives an enjoyable and challenging experience in all areas of learning. Babies enjoy experiences that introduce them to different sounds as they shake bells, press buttons on early educational toys or feel the thrill of having their feet painted and making footprints on paper with good support from the adults around them. Staff use open ended questioning well to challenge more able children so that they too make good progress. Children are enthusiastic in their approach to learning and benefit from a happy and purposeful environment. Children's social skills are developing as they are encouraged to attend to their own needs such as putting their own boots and coats on before outdoor play and helping to tidy up when activities are changed. Children are keen to initiate conversation both in groups and individually with the adults. Regular trips to the mobile library supports an active interest in written print as they rush to recognise familiar characters on the cover of the books. More able children are able to recognise letters in their own name and attempt to recreate these on paper. Children are encouraged to use simple problem solving skills in their play, as they count the number of farm animals on the floor or the number of pieces in the train track. Excitedly they rise to the challenge of recalculating when some are taken away and then added by staff. Children learn about technology as they use computers, cameras, mobile phones and binoculars in their 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.	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?	3
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

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any 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.