Bingham Day Nursery and Pre-School Centre

Inspection report for early years provision

Unique reference number	EY373275
Inspection date	07/10/2008
Inspector	Angela Hufton / Christine Hands
Setting address	Bingham Day Nursery, 55 Long Acre, Bingham, NOTTINGHAM, NG13 8AG
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Type of setting	Childcare on non-domestic premises

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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

Bingham Day Nursery is privately owned and has been registered since 2008. It was previously registered in the name of a partnership but with the same manager in place and has been in operation since 1980. The buildings occupied by the nursery are a converted old cottage and neighbouring detached house in the centre of the conservation area of the market town of Bingham. It is rurally located 15 miles from the centre of Nottingham. The nursery previously achieved the 'Quality Counts' accreditation scheme from the National Day Nurseries Association. The provision is open from 08:00 until 18:00. The setting is registered to care for 80 children at any one time and currently has 124 children on roll within the Early Years Foundation Stage (EYFS). The setting supports a number of children with learning difficulties and/or disabilities. Children share access to two enclosed outdoor play areas. An out of school club facility is open from 15:45 until 18:00 during term-time and from 08:00 until 18:00 during holidays. The setting employs 21 full-time and nine part-time childcare staff, of these, 18 hold a Level 3 and seven hold a Level 2 childcare qualification. Staff are working towards higher level qualifications including degrees. The setting also employs a qualified teacher and has additional staff for cooking and domestic needs. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Bingham Day Nursery provides effectively for children and ensures that every child is supported successfully. Staff's knowledge of individual children is good and leads to activities that are mostly well suited to their needs. The environment is organised well, with different areas for older and younger children and an extensive range of resources to ensure they learn through fun activities and play equipment. The successful partnerships with parents promotes children's care very well. The manager and staff are clear on the need to progress and develop this partnership to reach these high standards in supporting children's individual learning and inclusion needs more effectively.

What steps need to be taken to improve provision further?

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

- develop the information gathered on each child's starting points and ways in which parents can contibute more fully to their child's assessment records and next steps
- continue to develop the use of observations and assessments to inform planning for each child's individual learning and developmental needs
- continue to develop effective systems to promote children's good health through ensuring accident, existing injury and medication records contain full details and first aid boxes meet the needs of children
- improve systems to promote positive attitudes to diversity and difference within all children with particular regard to valuing different aspects of their own and other people's lives.

The leadership and management of the early years provision

The managers and room leaders are highly organised and use space and resources well to support children's learning and development as well as the welfare requirements of the Early Years Foundation Stage (EYFS). The only exception to this is the lack of consistent monitoring of first aid boxes, accident, medication and existing injury records to ensure every record has high levels of details to promote children's ongoing health. However, all required records are in place and managers and staff are very committed to ensuring any identified issues are quickly addressed. These qualities ensure that children's individual care needs are well met during their time in the nursery.

The providers are confident in their abilities, work well as a team and consistently reflect on their working practice, using written evaluations to guide them in what they need to do next to help children progress in their development. In addition, the older children are included in the planning which helps to keep them motivated and interested.

Partnership with parents and others is taken into consideration when caring for children in the EYFS and the provider regularly seeks parents' views and information to help them. However, systems are at an early stage for parents to regularly contribute to their child's learning assessments in order to support their child's continued progress, including at home. Parents are provided with a copy of the nursery's policies and procedures. Daily diaries are being initiated throughout the nursery to enhance the flow of information between parent's and their child's key-person to effectively support each child's welfare and learning.

Children are safeguarded in the setting because the majority of staff have a good understanding of child protection procedures and signs and symptoms of abuse. They ensure children are kept safe at all times through supervision and systems are in place for continued staff training to protect children. All the doors to the nursery have coded entrance pads and all visitors are required to sign in and out of the setting.

The quality and standards of the early years provision

Children in the Early Years Foundation Stage (EYFS) are helped to learn and develop as the staff put the principles of the EYFS into practice. They place a high emphasis on the uniqueness of each child and build on their individual abilities and dispositions to help plan relevant and challenging activities for them, for example, activities relating to the environment through the 'Woodland Schools Programme' and sensory activities for toddlers and babies. The staff also help children to develop positive relationships with each other through implementing consistent boundaries for behaviour and encouraging them to learn to share and take turns. Consequently, children behave very well. They help children to understand their feelings through planned and spontaneous activities so that they feel able to talk or show their emotions in a secure and trusting environment.

Children are cared for in a very well-resourced, enabling environment as staff organise the play areas with children's learning and safety in mind. The gardens provide regular opportunities for outdoor play with the knowledge that well-planned activities in the fresh air benefit children immensely. This is supplemented with regular outings. Staff are beginning to develop effective observations and assessments to find out what children already know and can do so they can build on this to help children progress effectively towards the early learning goals. They understand that children develop and learn in different ways and at different rates and plan exciting activities that interest all the children. Staff are beginning to develop confidence in adapting these plans for children with learning difficulties and/or disabilities. They know the importance of allowing children to make decisions, have discussions and give them opportunities to learn independence skills so they can develop their creativity and critical thinking.

Children's welfare is promoted effectively by the staff through their warm and caring natures and commitment to high quality practice. For example, babies benefit from a very supportive, homely environment. They are held when having bottles and have very close relationships with consistent, highly experienced staff. This ensures very young children are secure and confident to explore. All staff help children to stay safe whilst in their care by ensuring risk assessments are carried out on activities and outings. The children are also taught to be responsible in and out of the group because staff talk to the children about 'stranger danger' and road safety. Children are kept healthy through nutritious meals and snacks and they are encouraged to help themselves to fresh drinking water throughout the day. They learn about the benefits of a healthy diet and how their bodies work and respond to exercise, such as through regular yoga sessions, so they can make healthy choices in their lives.

The staff help children to make a positive contribution through giving them opportunities to be themselves, develop their self-esteem and make good relationships and through these opportunities, children also learn to value others. They use a good range of resources which reflect people's similarities and differences and the staff use children's play and sensitive conversations to help them see the needs of others in a positive manner. At times this is not sufficiently researched and planned to support children's learning about their own backgrounds. Staff's holistic approach towards children's welfare and learning helps them develop skills that will contribute to their future economic well-being as they are provided with effective skills for living.

Annex A: record of inspection judgements

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*

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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.

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.