

Bojangles Nursery (West Midlands) Ltd

Inspection report for early years provision

Unique reference number	EY370743
Inspection date	04/12/2008
Inspector	Juliette Jennings
Setting address	Walford College, Baschurch, Shrewsbury, SY4 2HL
Telephone number	01939 260006
Email	
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

Bojangles Nursery (West Midlands) Ltd opened in 2008, following the change of ownership of a childcare provision established in 1994. It is a privately run provision and operates from purpose-built premises, offering three classrooms, a soft-play room and two specialist multi-sensory rooms. The property is situated within the grounds of Walford College of Further Education in Baschurch, North Shropshire. The provision caters for children from the local village and surrounding rural areas. An out of school club operates from the premises during selected holiday times. All children share access to several enclosed outdoor play areas and they have occasional access to the college playing fields. Access to the building is via a ramped access, or alternatively a few steps.

A maximum of 35 children under the age of eight years may attend the provision at any one time. There are currently 63 children on roll. The nursery is open Monday to Friday from 08:30 until 16:00 during school term times. The out of school club is open from 09:30 to 15:00 during specified school holidays. Some children are referred to the nursery by medical professionals as it offers specific opportunities for the integration and inclusion of children with learning difficulties and/or disabilities. There are procedures in place to support children with English as an additional language.

There are eight members of staff employed to work directly with the children. Most of the staff hold appropriate early years or play work qualifications. The provision receives support from the local authority and is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Bojangles Nursery is very effective in ensuring that children make very good progress in their development and learning. Children thoroughly enjoy their time in the setting and are consistently well-enabled to access good learning opportunities that meet all children's needs well and keep them actively engaged. Good arrangements are in place and systems effectively implemented to ensure children's safety and health. Strong links with parents help to involve them in their children's care and education, and they are kept well informed of their progress by staff who are skilled and recognise children as unique individuals. Partnerships with other agencies are consistent to ensure that children's learning and welfare needs are met. The staff and management team have an accurate understanding of the strengths and weaknesses of the provision and continue to take effective steps to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- implement the areas for improvement highlighted in the setting self

- evaluation to continue to improve outcomes for all children
- review the planning and routine of the day so that is reflective of and consolidates the opportunities for children to access child-initiated play, both indoors and outdoor.

The leadership and management of the early years provision

The management and staff team are focused on helping all children as individuals to make good progress in their learning and development. There is a common sense of purpose between adults who work together to ensure that the welfare of all children is accommodated well. Vetting procedures for all adults who work with children are robust. Strong links exist with parents/carers and other agencies and providers.

Self-evaluation is effective in identifying strengths and weaknesses and is used together with findings from other quality checks and advice from local authority support to continue to improve outcomes for children. Areas for improvement have been highlighted and most have been quickly acted upon. The setting runs smoothly on a day-to-day basis. Resources are well used, although the routine does not always fully reflect the provision for child-initiated opportunities and does not always allow free flow access to the interesting and exciting outside area.

Children are supported consistently by staff who are skilful, calm, knowledgeable and know how children learn best. They know individual children very well and are fully supportive of parents so that consistent care is enabled. Systems are effective in supporting individual learning and mean that each child makes very good progress in a happy, caring and exciting environment. Staff acknowledge that each child is a unique individual and seeks to ensure that their individuality is nurtured.

Partnerships are well established and ensure each child's needs are fully met. There is a very good two-way flow of information, knowledge and expertise between all involved with children's learning, development and welfare. Adults have a thorough knowledge of each child's background and needs and support families in a sympathetic, caring and sensitive manner. Staff are prompt at identifying a child's need for additional support and systems support information sharing with colleagues, parents and, where appropriate, interagency teams to ensure that each child gets the support he or she needs. The environment has been adapted well to ensure that all children can access all areas of the nursery.

The quality and standards of the early years provision

The provision for children to make a positive contribution is outstanding. Children are recognised as unique individuals by all staff and supported fully to make choices about what they want to do, access favourite resources and extend their own learning. Systems for assessment work very well in identifying learning needs and staff are skilled and prompt at highlighting any issues to be addressed or threaded back into planning. Children feel secure and confident in their surroundings and have excellent relationships with staff, who obviously thoroughly

enjoy their time with the children. They are encouraged to respect others thoughts and feelings, share and take turns and develop good manners through daily routines. The systems for supporting children with learning difficulties and/or disabilities are excellent and their needs are fully supported within the environment. This is largely attributable to the knowledge and skill of the staff who support them.

Children benefit greatly from the suitably organised and interesting outdoor environment. They are able to climb, balance, move around freely, explore areas of interest or sit quietly with a book in the willow sculpture area. The routine is organised so that children have access to this exciting environment on a daily basis, however, it is not always readily available in child-initiated time and thus children are not able to fully benefit from free-flow indoor and outdoor play. Children enjoy healthy snacks and drinks which are provided by the nursery, and are enabled to enjoy packed lunches provided by parents in a social lunchtime, chatting with friends or being supported by staff to develop their independence skills. Children are able to access a drink of water whenever they wish as it is readily available within the rooms.

Robust and effective systems are in place and implemented by all staff to ensure that children are safe and secure whilst attending the setting. For example, secure entry systems include checking visitors for identification, password systems and securely locked doors. In addition, closed circuit television is in operation to further support the safety of children and staff. Procedures to safeguard children reflect current good practice guidance and most staff have accessed safeguarding training at some point so that they would know what to do if they had a concern about a child. This is further supported in the strong partnership with parents and other agencies which means that staff have a good understanding of individual children and their families.

Children enjoy a colourful and stimulating environment, with staff using available space well to ensure that they have access to a broad range of resources and equipment on a daily basis. Good use of displays, stimulating resources, an interesting outdoor area and the provision of multi-sensory rooms means that children are encouraged and supported to explore and discover within a familiar environment. However, the organisation of the routine does not always reflect this support of independence or fully enable the best use of the indoor and outdoor learning environment. Younger children and babies enjoy strong bonds with their key person and are nurtured to explore and discover. Older children spend time developing their role play games, making marks with a variety of equipment and, for older children, learning another language. They enjoy singing familiar songs when they practice the carols for their Christmas concert and begin to recognise and name familiar shapes and colours in group activities.

Children are encouraged to become independent and make choices about what they want to do within the routine of the nursery day. Children become aware of the wider world through discussions, themed work and access to positive images in toys and resources. Staff fully support children to become aware of the community they live in and to take part in this wider community, for example, attending the

Christmas service in the local church, endeavouring to maintain links with local schools and taking walks in the locality on a regular basis.

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?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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.