

Bluebell Day Nursery

Inspection report for early years provision

Unique reference number	EY264757
Inspection date	07/10/2008
Inspector	Edgar Hastings

Setting address	New Park Road, Shrewsbury, Shropshire, SY1 2SP
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Telephone number	01939 250234
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Email	
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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

Bluebell Day Nursery in Shrewsbury opened in 2003 and is one of seven childcare settings run by Hazles Farm Childcare Ltd. It is registered on the compulsory and voluntary parts of the Childcare Register. The nursery operates from two rooms in a demountable building and is situated in the grounds of Martin Wilson Primary School. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 52 weeks of the year. All children share access to an enclosed outdoor play area. The nursery has links with the EYFS provision in the primary school.

There are currently 74 children aged from three months to less than eight years on roll. Of these, ten receive funding for early education. Children come from a wide catchment area. The nursery supports children with learning difficulties and/or disabilities, and also supports children who speak English as an additional language. The nursery offers respite care as part of the Children's Centre commitment.

The nursery employs seven members of staff, one of whom is a qualified play worker. All hold appropriate early years qualifications, and one staff member is working towards an NVQ 2.

Overall effectiveness of the early years provision

Bluebell Day Nursery meets the individual needs of the children well in the EYFS, including those with learning difficulties, those who speak English as an additional language, and those with disabilities. Detailed planning and assessment procedures ensure a broad range of interesting and enjoyable activities are well matched to learning and development needs. This enables all groups of children to make good progress during their time in the nursery. Children are made to feel welcome and valued, and their care and welfare is given high priority. The quality of relationships is very strong and underpins the effectiveness of the nursery. The setting sees parents as important partners in their children's learning, and there are good links with the local school and a number of support agencies. Although the process of self evaluation is currently at an early stage the recently appointed manager recognises the areas that need development, and has already introduced some improvements. There is good capacity in the nursery to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop a more systematic approach to self evaluation to further improve the quality of experiences for all children in the setting
- allow more opportunities for the babies and toddlers to visit the outdoor area freely and regularly.

The leadership and management of the early years provision

Effective procedures and policies are securely in place to ensure the safeguarding and protection of children in the nursery. Rigorous vetting procedures ensure only suitable and well-qualified persons are employed to work there. Frequent risk assessments are carried out to ensure all aspects of the premises and resources are safe for the children to use, and good attention is paid to all hygiene practices. Regular routines have been established to enable children to feel comfortable and confident whilst providing a stimulating learning environment that is enjoyable for all children. The way in which children with special needs, and those with language needs, are enabled to develop and thrive is a particular strength of the nursery. Children have developed positive attitudes to learning through their high levels of interest, good behaviour and ability to sustain concentration during activities.

All the issues from the previous inspection have been addressed and in particular the balance of time for adult-led activities has now been considerably improved. The development of a new outdoor area has provided both a greatly enlarged space for physical activity, and also an exciting natural environment for children to explore and to play in. There is a greater emphasis now on fostering children's independence by providing opportunities for them to make choices of activities and to access the resources for themselves. However, there is scope to allow the very youngest children even greater freedom of access to the outdoor area. The manager has developed a strong team of staff who work well together and interchange responsibilities and activities seamlessly and thus ensure the smooth running of the setting. The key person appointed for each child ensures regular detailed observations and assessment of progress are undertaken in order to plan for the next stages in their learning.

The staff have worked hard on the implementation of the new Early Years Foundation Stage following training events. Professional development experiences are accessed by all staff including visits to other settings and this has a positive impact on the delivery of the early years curriculum. The redecoration of parts of the premises has improved the cleanliness and appearance of the learning environment. Self evaluation processes are not fully in place yet but the manager has plans to address this important aspect in the near future.

The quality and standards of the early years provision

Children make good progress in all areas of learning and development due to the good quality of opportunities provided for them. They count confidently when selecting dates on the calendar, develop fine motor skills in drawing and painting, and sing tunefully and confidently, songs of which they know the words off by heart. Through carefully developed systems for observation and interaction, staff plan activities and experiences that are enjoyable, stimulating and matched to meet the individual needs of children. Individual interests are taken seriously, for example a child brought in spider, and this was developed into an interesting topic for all children to be involved in. Good learning opportunities are offered to all, especially the under threes, to extend their learning through play. Skilled adults ensure all

children are included in the learning process including those for whom English is not their first language and for those with special needs. This ensures confidence building and good progress. The very strong relationships between children, and between the children and staff, are highly effective in establishing the bonds of trust and respect.

The new framework for early years is being absorbed well into the planning of activities. Good quality resources support well-devised activities for all areas of learning and development. The setting is well laid out and provides a stimulating environment in which children can show a degree of independence and are encouraged to make choices for themselves. The outdoor area provides good opportunities for children to explore the natural environment in a purposeful way, and to support topic work on 'Jobs We Do' by recording their findings in pictorial form. The children understand how to keep safe by wearing suitable outdoor clothing and protective gloves when collecting items of interest off the ground. Healthy eating is promoted well. Children enjoy eating fruit, and choosing healthy snacks and drinks. Staying healthy is ensured through regular physical activity and effective hygiene practices. Children know that regular hand washing is important. Standards of behaviour is good because of the caring nature of the nursery. Children get on well with each other and any disputes are quickly resolved.

There are several opportunities during the year for parents to meet with staff to discuss the progress of their child, at open evenings and on other much more informal occasions. Parents' views are also sought through the use of questionnaires. The daily contact is seen as vital to the establishment of good relationships with parents. Links with the school provide opportunities for induction visits and to experience the sharing of special occasions such as Christmas and other festivals. A number of agencies provide specific support for children, including the local authority and social services. The nursery is a good place to be for these children and they clearly benefit well from being part of this setting.

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?	Good
How well does the provision promote inclusive practice?	Good
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?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
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 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.