

Baildon House Nursery

Inspection report for early years provision

Unique reference number

EY296430

Inspection date

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Inspector

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Setting address

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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

Baildon House Nursery is a privately owned day nursery that was registered in 2005. It operates from a detached property in a quiet residential area of Baildon in the Bradford district of West Yorkshire. The first floor, which is accessed via a flight of stairs, accommodates children under two years of age and children aged two to under five years are accommodated on the ground floor. Children have access to a secure enclosed garden for outdoor play. Opening hours are from 07.30 to 18.00 Monday to Friday all year round, excluding bank holidays and the Christmas period.

The setting is registered on the Early Years Register and may care for a maximum of 32 children. There are currently 55 children aged from four months to four years on roll. Children attend a variety of sessions and come from the local and wider community. The setting is in receipt of funding for those children eligible for nursery education. The setting currently supports children with learning difficulties and disabilities and those who speak English as an additional language.

The provider manages the setting and there are an additional nine staff members employed to work directly with the children. There are additional staff employed for housekeeping duties. The manager holds an appropriate childcare qualification and four staff members hold a level 3 qualification, four staff members hold a level 2 qualification and one staff member is currently working towards this. The setting is a member of the National Day Nurseries Association.

Overall effectiveness of the early years provision

Children are well cared for in a bright and welcoming environment and develop a strong sense of belonging because of good key worker systems. Excellent partnership working in the wider context and detailed knowledge of each child's individual needs, means that inclusion is exemplary. Most aspects of children's welfare and learning are promoted with success and children take part in a very interesting and varied range of indoor and outdoor experiences. Systems for individualised planning and assessment are currently being developed in order to fully support all children in their progression towards the early learning goals. The provider is very aware of the setting's strengths and areas for development and there are good systems to demonstrate that she strives for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that staff are consistent and positive in their management of young children's behaviour
- further develop the planning and assessment systems in relation to identifying clear starting points and matching observations and next steps to the expectations of the early learning goals

- further develop partnership working with parents to ensure that they are actively involved in children's learning and development.

The leadership and management of the early years provision

Staff qualification requirements are met well because of good recruitment procedures. Records, policies and procedures, required for the safe and efficient management of the setting and to ensure that the needs of all children are met, are generally maintained to a good standard and work well in practice overall. For example, well-organised induction procedures mostly ensure that staff have a good understanding of the setting's policies and procedures, such as the administration of medicines and the safe collection of children. All staff are fully aware of how to safeguard children in relation to child protection and the provider has robust procedures in place for ensuring the suitability of staff. Excellent security of the premises, which includes signs on the entrance door and gates, a coded entry system and CCTV, greatly enhances children's welfare. Good quality risk assessments, which includes the monitoring of accident records, means that effective action is taken to manage or eliminate potential hazards. For example, soft surfacing has been fitted in part of the outdoor area as it was identified that a number of children were receiving minor injuries as a result of a sloping paved area.

Positive partnerships are established with parents before placement through effective key worker meetings where a variety of information is exchanged about home routines, likes and dislikes, food preferences and what children can do. This ensures continuity of care, which fosters children's sense of security. Displayed artwork, posters and information, photographs, newsletters and twice-yearly parent evenings provide parents with effective ongoing information. General information about a child's day is exchanged suitably at the beginning and end of the day. Parent feedback is very positive about the setting and care of their children.

Children with learning difficulties or disabilities or who speak English as an additional language are fully included in the life of the setting and receive optimal challenge and support. This is as a result of comprehensive systems and excellent partnership working, including linking with other settings that children attend. For example, staff use a broad form of communication, such as Makaton and sign language, familiar words and cultural items from home are requested and displayed and parents are actively involved in the planning of festivals. The outstanding work that the setting carries out in order to support children with learning difficulties and disabilities has been acknowledged in a video that the setting were asked to take part in. This is used by early years for training purposes to example inspiring and first class inclusive practice.

The provider demonstrates a very positive attitude to continuous improvement. All recommendations from the previous inspection have been addressed, which means that improvements to the maths and reading areas, activities planned for children aged two to three years and organisation of activities and equipment have had a

positive impact on children's learning and development. The provider recognises the importance of continuing to develop her own and staff's skills and knowledge in order to provide good quality care and education and yearly appraisals support staff in this. A variety of in-house and external training courses are organised and evaluated and a number of staff are currently working towards a level 3 childcare qualification. The provider is working towards the 'I Can' and 'Inclusion' quality assurance schemes, which further demonstrates her full commitment to continuing to develop the quality of care and education for all children. Questionnaires and a suggestion box involves parents in the evaluation process and staff meetings enable staff to identify areas for development.

The quality and standards of the early years provision

A broad range of play opportunities help children make progress across all areas of development, including through exciting topics which are well planned for children aged two to five years. Staff focus on the six areas of learning and children's interests to inform planning. However, information from observation and assessment is not currently used effectively in order to track children's progress. Excellent links are maintained with other settings to ensure continuity in children's learning and development. However, although parents are asked to contribute to general themes, such as the topic about an 'African Safari', they are not consistently informed of, or fully involved in supporting, their children's individual next steps.

Children are helped to feel safe and secure as a result of effective settling-in programmes. These enable children, particularly those under two years of age, to sustain healthy emotional attachments with key people. This continues after children have settled because key workers continue to bond with and meet the daily care needs of their key children, for example, as they change their nappy or settle them for a sleep. Children develop good levels of confidence and motivation. For example, toddlers set themselves challenges as they climb on the wooden sofa, turning to sit down and all age groups readily explore a selection of props, toys and activities which are well-organised at low-level.

Children are fully supported in developing independence. Very young children attempt to feed themselves, with adults staying close by for support and older children pour their own drinks, help themselves to a painting apron and put on their coats. Although staff generally use good strategies demonstrating that positive behaviour is valued and encouraged and offer frequent praise and encouragement to foster children's self-esteem, this is not always consistently implemented with children under two years. Staff encourage children to use their cutlery and say please and thank you as they sit down to eat meals alongside them.

Children communicate confidently as they readily approach adults to share conversations. Babies and toddlers babble away, supported by staff who converse enthusiastically during everyday routines. Children enjoy a good range of books and interesting props, such as puppets, are used to further support children's enjoyment. Children recognise their name as they self register or find their place at the table and staff use everyday opportunities to support children's skills in counting. Good resources offer different levels of challenge in the math area and

books, displayed numbers and posters further support children's learning in problem solving, reasoning and numeracy.

Children develop an excellent knowledge and understanding of the world through visitors to the setting, such as a postman and the police, and outings within the local community. For example, they have recently provided harvest goods for local residents using eco-friendly reusable bags. Activities, such as planting and growing, and discussions linked to the autumn topic about the weather and different coloured leaves, help children learn about the life cycle and change. A wide variety of activities help children to value and respect diversity. For example, a range of festivals are celebrated, different cultural cuisine is offered and children access a multi-cultural treasure box linking to different religious events. A wide variety of posters and books effectively show people from a wide range of backgrounds. Children explore and investigate a wide range of media, for example, dough, shaving foam with balls, porridge and coloured sand; babies and toddlers show great delight as they watch this disappear through their fingers. Older children explore sound as they hit the metal pan with a spoon and there is a well resourced music area. Visits from a music educator and baby ballet sessions further support children's creativity.

Good hygiene practices and routines are carried out by staff and children in order to minimise the spread of infection. The setting has received a four star hygiene award for good practice in the kitchen. Sleeping equipment is individually labelled and antibacterial gel dispensers have been fitted in each room. Staff readily use these, for example, after they have wiped children's noses. Visits from a dietician and activities, such as a role play dentist area and making pumpkin soup, help children to learn about a healthy lifestyle. Children's individual dietary needs are extremely well catered for and meals are freshly prepared each day and generally nutritious to further promote children's all round good health.

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?	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

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.