

# Bo Jangles Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY363876

**Inspection date**

25/11/2008

**Inspector**

Angela Rowley

**Setting address**

Bojangles Nursery, 49 Bradford Street, BOLTON, BL2 1HT

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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**

Bo Jangles Day Nursery is owned and run by a registered company known as Little Stompers Ltd. The nursery operates from a converted house which is situated in the Haulgh area of Bolton, close to the town centre. The first two floors of the building are used for childcare, comprising a baby unit, toddler unit and pre-school unit. The first floor preschool unit is accessible by a flight of stairs. There is an enclosed outside play area which is shared by all children. The nursery is open each weekday from 07.30 to 18.00, with the exception of public holidays.

The setting is registered to care for a maximum of 64 children at any time. Alongside the care of children in the Early Years Foundation Stage, the setting offers care for six children in the later years age group providing school holiday care. The provision is registered on the Early Years, compulsory and voluntary parts of the Childcare Register. There are currently 42 children on roll in the early years age group who attend for a variety of sessions. The nursery employs 12 childcare staff including the manager. The majority of staff hold relevant early years qualifications.

## **Overall effectiveness of the early years provision**

Children are adequately provided for in the EYFS. Staff value all children, their home backgrounds and additional needs, and they provide effectively to ensure all children develop a positive self-image. Mostly, staff provide a suitable range of experiences and opportunities which help children make steady progress in their learning and development. Management work closely with outside agencies focussed on improving standards within the provision. They have satisfactorily addressed previous actions and are now beginning to identify some further areas for development independently, thus demonstrating an adequate capacity to improve.

## **What steps need to be taken to improve provision further?**

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

- review the organisation of the care for babies so that they are provided with a stimulating environment and activities which are appropriate to their ages and stages of development
- continue to review and develop the nursery's routines and use of space to enable children to make free choices from a range of continuous provision and to play without interruption from structured routines
- improve staff's understanding of how to use the tools for assessing children's progress so that they can more accurately target children's learning priorities
- improve the opportunities provided for parents to be informed of their child's progress and become involved in and extend their child's learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that staff are suitably deployed so that relevant ratios are met, babies are cared for by staff with relevant training and sleeping children are properly supervised at all times (Suitable people) 24/12/2008
- ensure that risk assessments are completed for each type of outing conducted and maintain gas services within the premises (Safeguarding and promoting children's welfare). 24/12/2008

## **The leadership and management of the early years provision**

Most required records for the safe management of the EYFS are in place and suitable steps have been taken to ensure staff are aware of the settings policies and procedures. Risk assessments ensure that hazards are identified and children stay safe on the premises, although such records have not been completed for some routine outings as required by the statutory framework. Children's records of attendance are maintained to ensure their safety in case of an emergency, although staff are lapse in maintaining records of their own attendance. Staff vetting procedures are in place and implemented to ensure the suitability of those employed to work with children. Safeguarding policies are suitable and adequately implemented, although children's safety is hindered because gas installations in the premises have not been routinely safety checked.

The nursery is beginning to build effective working relationships with both parents and other agencies to enhance children's care and learning. The guidance of local advisors has been used to good effect in evaluating the improvements needed within the provision and in increasing staff's awareness of quality practice. The setting is working positively in their attempts to improve standards of care and learning and are continually making small changes to the way in which they work. For example, the baby area is cleaner and less disrupted as the entrance arrangements have been altered, and food hygiene in relation to baby milk is more effective as staff have implemented the latest guidance in baby feeding. A review of staff training needs has taken place and some training attended. However, the deployment of staff is weak at times. Whilst overall ratios are met, it is not always organised in line with the requirements or in response to staff skills and ability. This impacts on the quality of care and learning of some children and at times, for example, toddler sleep-time, it hinders the safety and quality of care children receive.

Staff put the interests of children first when they make contact with other professionals to ensure children's additional needs are met. Informal relationships with parents enables information to be shared so that children's individual care needs are known. Staff are also developing other ways of sharing information, such as the use of daily diaries and noticeboards. Some steps are taken to involve parents in children's learning, for example, inviting them to contribute to activity

themes, although this is not yet in response to individual learning priorities to extend each child's learning.

## **The quality and standards of the early years provision**

In most areas of the nursery children are provided with a suitable range of experiences. Overall, this helps them make steady progress towards the early learning goals. The planning of activities is beginning to be conducted in response to staff observations of where children are up to in their learning and development. However, the on-going assessment of children's progress is hindered because not all staff are confident using the new tools they have to evaluate what children can do. Mostly staff understand the learning outcomes associated with children's play, although some of the activities provided for the youngest children in nursery are mismatched to their stages of development. Their key workers have had no specific training in working with babies and consequently the environment provided for babies is generally bland and unstimulating. Some resources that promote sensory stimulation are provided, although there is little continuous provision that encourages exploration.

Generally, the nursery's homely environment is warm and welcoming. Staff are beginning to display children's own artwork and positive images of diversity which gives all children a sense of belonging. Celebrating aspects of all children's lives means that their uniqueness is respected. They learn about the wider world and how to make a contribution by taking part in some practical events, such as harvest parcel giving to the local community. Staff are developing ways of using the space in the setting more effectively. This is beginning to enable children to move around with some freedom, although children's play is sometimes overly directed and the flow of their play is broken because of overly structured routines, such as when children have to tidy away mid session to organise a whole group snack-time. Children develop some social confidence because they are secure in their relationships. Consistent key workers enable children to build strong relationships with their carers. They display joy and affection when staff come on shift and these strong attachments enable them to make relationships with others and develop some foundations for their future well-being. They become confident speakers because of the emphasis in the pre-school area placed on speaking and listening. Children happily tell about their nursery birthday celebrations. They listen with interest and enjoyment to stories and develop a real love of books. Because of the permanent provision of the computer, children develop skill using ICT. They follow through simple programmes and use the mouse independently. Most staff introduce some mathematical concepts into natural play and routines and consequently children count from an early stage. By the time they are in preschool they are able to problem solve and collect the right number of cups for place settings at the table.

Children's welfare is satisfactorily promoted. Their health is suitably prioritised as staff follow appropriate hygiene procedures and protect children's health in line with the settings policies. Menu's have been revised to reduce the amount of confectionary children eat, thus providing them with a healthy diet. Individual dietary needs are provided for as the setting provides alternatives, such as Halaal

meat. Children learn about being healthy when they clean their teeth after meals and when they do planned exercise and swimming sessions.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://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.