

Bishop Auckland College Nursery

Inspection report for early years provision

Unique reference number 314055
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Inspector Julie Morrison

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Bishop Auckland College Nursery opened in 1995 and is managed by the governing body of the college. It operates from single-storey premises located in the college grounds on the outskirts of Bishop Auckland town centre. The children have full use of the nursery room, gym, hive, art room and associated facilities. The nursery is open each weekday from 08.00 until 17.30 throughout the year, excluding public holidays.

They are registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register for a maximum of 112 children at any one time. There are currently 167 children from five months to five years on roll. They are also registered to provide a holiday play scheme for no more than 60 children aged four to under eight years of age. The nursery employs 28 members of staff, of which 25 hold a level 3 early years qualification and three apprentices who all hold level 2 qualifications. The setting also employs two cooks, an administrator and a domestic assistant.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. Appropriate procedures are in place to ensure that setting is inclusive and individual care needs are met. Providing a welcoming and friendly environment to all children and their families. The staff team show a genuine commitment to promoting children's learning and to providing a wide range of activities. As a result, children are making good progress towards the early learning goals. Management have implemented suitable procedures to ensure that the provision is making progress in monitoring and evaluating their services to promote outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the key person system to ensure that ratios allow staff to fully meet the needs of each child and allow sufficient time to reflect on what has been observed
- develop procedures to ensure that staff have a clear understanding of management roles and responsibilities in order for them to understand how the provision operates and their role within it
- further develop the record of risk assessments to cover all areas and equipment with which children may come into contact with
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion which includes all staff and parents.

The leadership and management of the early years provision

The day-to-day management of the setting is temporarily shared by three deputies whilst a new manager is being appointed. However, although the deputies are trying to make positive changes the system is not working effectively, resulting in staff feeling unclear as they receive mixed messages from different deputies. This does not support the effective management of the setting. Most documentation required to promote the safety and well-being of the children is in place, for example, children's details, accident and medication records. A record of risk assessments for the provision and outings helps to promote the children's safety, combined with daily checklists of all areas. However, these have not been extended to include anything with which a child may come into contact with. As a result, some new equipment is not suitable for the age and developmental stage of the children for whom it is provided. There is a clear recruitment policy in place to ensure that all staff are appropriately vetted for their suitability and undergo an appropriate induction process. Staff protect children from harm as they clearly understand their role in relation to child protection. This is supported by a written policy.

Suitable procedures are in place to monitor and evaluate the provision. The deputies work closely with the named person to identify areas for improvement and implement action plans. However, procedures to fully involve staff in this process are not effective. Most recommendations from the previous report have been addressed and clear plans are in place to further develop the outdoor area. Staff and management are committed to developing positive relationships with parents. Staff provide daily diaries, observation sheets and speak to parents on a daily basis to ensure that they are kept informed about their child's care. This is complemented with a notice board and letters to provide information about the setting. Suitable procedures are in place to encourage parents to be involved in their children's learning and care, for example, providing recipes of favourite meals. However, staff have not extended this to include sharing information with other settings who provide the Early Years Foundation Stage for children. Appropriate procedures, such as gathering relevant information from parents, ensures that all children are included at the setting. The staff show a suitable attitude towards inclusion, for example, playing music to celebrate children's different cultures.

The quality and standards of the early years provision

Children make good progress towards the early learning goals as staff are developing a secure understanding of the Early Years Foundation Stage and are committed to promoting learning. This is reflected in all areas of learning being covered in the child-initiated planning. The learning environment is well planned to enable all children easy access to a wide range of resources. This includes baskets of manmade and natural toys for babies to explore. Comfortable sitting areas with large cushions encourage even the youngest of children to independently look at books. Attractive displays of the children's artwork and photographs in most areas of the nursery help to promote children's self-esteem and sense of belonging. Staff

know the children well, they talk enthusiastically about their individual development and the next steps in their learning. These are recorded in individual books which include observations, colourful photographs and examples of their work linked to the areas of learning. However, contingencies are not in place to allow staff sufficient time in which to ensure that these are kept up-to-date. This is further impacted in the older age range as staff are allocated to a large number of children, as their key person.

Staff make good use of questioning to further support and develop children's learning. For example, as they use building blocks to make towers they ask, how big is it? Is it taller than you? Children's mathematical development is further promoted as staff make use of everyday activities to encourage counting and shape recognition, including singing well-known nursery rhymes. Communication skills are well developed and children of all ages happily interact with visitors, showing an interest in what they are doing and confidently talking about their activities. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources which promote a positive outlook of the wider community. A variety of creative activities promotes children's learning and development across a range of areas. For example, following a visit from the fire brigade, staff support children to make a fire engine out of a large box. Children paint and decorate it and then thoroughly enjoy dressing up and climbing in it, to put out fires. Older children benefit from good opportunities to develop skills in information technology. They confidently use the computer, developing their fine motor skills as they use the mouse to play matching games and confidently type in their names. However, there are very few opportunities for younger children to use information and communication technology to further support their learning. Most children have good opportunities for outdoor play. They put on waterproof suits and enjoy climbing, balancing and riding around on bikes, this helps to promote their physical development.

Appropriate procedures ensure that children are kept safe at the setting. For example, all safety equipment is in place and staff make good use of security systems to ensure the safe arrival and collection of children. Children's knowledge of personal safety is promoted as staff give gentle reminders to be careful when running around. This is supported by practicing regular fire drills and planned activities to support children's awareness of road safety. Children have good opportunities to learn about the importance of good personal hygiene. For example, planned activities such as painting their hands shows them how germs are spread and younger children enjoy cutting up fruit to make their own fruit salad. Children are active or restful through choice and babies sleep in line with their individual needs and parents requests. Management have worked hard to develop a varied and balanced menu which meets children individual needs. Staff have effective strategies in place for managing children's behaviour and children are encouraged to share and be kind to each other. For example, children remind each other to 'share, share' and confidently explain that 'it's your turn now' to their friends. They benefit from positive interaction with staff who laugh and smile with them and provide cuddles and reassurance when they feel unwell. Children are happy and settled in their care.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

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?	3
How well are children helped to stay safe?	3
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.