

Bluebell Barn Day Nursery

Inspection report for early years provision

Unique reference number EY302561
Inspection date 07/01/2009
Inspector Alison Weaver

Setting address Red Dyke Farm, Dittons Road, Stone Cross, Pevensey, East
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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

Bluebell Barn Day Nursery opened in 2005. It operates from a converted barn and a separate smaller building in the Stone Cross area on the outskirts of Eastbourne near local shops and schools. The premises include six play rooms, toilets and kitchens. A maximum of 60 children may attend at any one time. The group opens five days a week all year round. Opening times are from 07.00 until 19.00. All children have access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 124 children, aged from six weeks to under five years, on roll. Children come from a wide catchment area. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs 20 childcare staff. Nineteen staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards a recognised qualification.

Overall effectiveness of the early years provision

The setting clearly recognises and acknowledges that each child is an individual. They form effective links with parents and agencies to meet children's needs and help them make progress in their learning and development. Good arrangements help keep children safe and promote their welfare. The staff team has an accurate understanding of their strengths and weaknesses and take effective measures to continually improve their practices.

What steps need to be taken to improve provision further?

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

- improve the opportunities for younger children to self select resources
- continue to develop opportunities for parents to contribute to the assessment processes and to be involved in extending children's learning at home

The leadership and management of the early years provision

There is a thorough recruitment and induction procedure implemented in this setting to protect children from unsuitable adults. The strong management team values the staff and gives excellent support and guidance to them. Ongoing training is actively promoted and in-house training is well used to develop staff's knowledge and skills. Staff work well together and are encouraged to share their views and ideas to help the setting develop. The views of parents are formally sought through regular surveys. Effective action plans are put in place to address

any areas they identify as needing improvement.

Children's well-being is promoted and safeguarded by staff who have a clear understanding of how to identify and deal with any possible cases of child abuse. The setting is kept safe and secure for children. There are regular rigorous risk assessments carried out on all aspects of the environment and for outings. All other required documentation and parental consents are in place and well maintained.

Partnerships with parents are very good, with a range of helpful written materials given to new starters. Staff obtain all the necessary information about a new child's background and home routines so they can provide consistent and appropriate care for each child. There is a wide range of information displayed around the setting and given to parents to keep them well informed about all aspects of their child's welfare and learning. The regular formal reports and consultations help ensure that parents are made aware of the progress their child is making. Staff work closely with parents of children needing additional support. Where necessary, they seek advice and support from outside agencies so that each child gets the opportunity to develop to his or her full potential.

The quality and standards of the early years provision

Children make very good progress in this organised and well resourced setting. Good quality care is provided for children of all ages. They all receive a high level of supervision and support. Staff interact effectively with the children and help them achieve and develop as they play. Adults use good questioning techniques with children that help them confidently express their ideas and extend their thinking. Their pre-writing skills are promoted well through a broad range of mark making, including in the role play areas and outdoors.

The current planning and assessment is new to staff but they are clearly focused on meeting the individual needs of all children, including those with additional needs. Staff carry out regular observations on children that are used to inform the individual learning journeys and assess their progress in the six areas of learning. This helps staff ensure that they provide a balanced curriculum for each child. Staff have started to work with parents to identify next steps for children's learning and development. As yet, they have not fully developed the opportunities to encourage parents to continue learning at home.

Children are actively engaged and there are plenty of challenging and stimulating experiences for them to enjoy. These include exploring using their senses, for example, in the 'imagination trays' where they chat to staff about the smell and feel of the flour and water. They develop mathematical skills as they count the candles on the 'birthday cakes' and talk about sizes of the crayons. Children skilfully and safely use a wide variety of tools, such as staplers and hole punches. They have access to a range of technology including computers, calculators and stereo players.

Children clearly enjoy their time in the setting and build good relationships with

peers and adults. They are very confident and develop very good levels of independence. The majority of the rooms have a good range of toys and resources that children can help themselves to. Children behave well and are encouraged to talk about their feelings and be involved in rule making.

Children enjoy a healthy and balanced diet at the setting, with easy access to fruit and water. They have daily opportunities for fresh air and exercise in the outdoor areas. There are rigorous hygiene procedures in place that staff consistently carry out in order to maintain a clean environment for all children and prevent the spread of infections. Children learn about staying safe through planned 'Child Safety Weeks' and some reminders by staff when playing and moving around the setting.

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?	2
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.