

Bluebell Nursery

Inspection report for early years provision

Unique reference number 137765
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Inspector Kim Mundy

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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).

Description of the setting

Bluebell Nursery is a privately run nursery which opened in 1981. It operates from a two storey building in Wembley in the London Borough of Brent. Access to the premises is via a ramp and/or steps. A maximum of 85 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 a secure enclosed outdoor play area. There are currently 55 children aged from six months to under five years on roll. Of these, 31 children receive funding for education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 16 staff and 13 of the staff hold appropriate early years qualifications, and three staff are working towards a qualification. The nursery receives support from the Local Authority and has achieved Effective Early Learning Programme Quality Assurance Scheme. The nursery is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are introduced to positive learning experiences which enable them to make good progress in their learning and development. Staff provide a hygienic, safe and secure environment in which children freely explore and investigate. Positive partnerships with parents, carers and other professionals enables children's individual needs to be met. The nursery staff evaluate the effectiveness of the nursery in relation to children's care and learning, and has the ability to continuously develop the service they offer.

What steps need to be taken to improve provision further?

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

- ensure children have individual bed linen and store this appropriately to minimise possible cross-infection
- carry out a risk assessment and take action to make the baby room garden gate secure
- develop the system for recording children's starting points.

The leadership and management of the early years provision

Children are busy, curious and happy in the nursery. The managers are enthusiastic and keen to continue developing the provision and this is mirrored in the staff's attitudes. Managers and staff form a strong and effective team. Regular meetings are held to ensure that aims are met and that children are managed consistently. The nursery's close links with the Alperton Children's Centre has many advantages, health and educational professionals are on hand to support, guide

and supplement the work of nursery staff. Staff also seek specialist advice for individual children when needed, for example, speech and language therapists. Overall, the environment is safe and secure for children to explore independently. Risk assessments are carried out for the premises and each outing. However, the gate in the baby room garden has a significant gap underneath it, which poses a risk to children. Robust recruitment procedures include references and criminal records checks. The management team have implemented an induction programme for new staff and they identify the need for ongoing training, for example, staff update their knowledge and understanding of child protection on a yearly basis. The Nursery's capacity for further improvement is good. Self-evaluation is accurate and enables the setting to identify and prioritise areas for development, for example, home visits. Teaching and learning are observed, reflected upon and used to pinpoint areas for improvement.

Good partnerships between staff, parents and health professionals enable children to settle easily into the supportive atmosphere and make the best possible start. Staff and parents work in harmony to minimise any difficulties. Children have a growing sense of responsibility, independence, and heightened awareness of keeping safe and healthy. Parents are well-informed about their child's care and development from baby, toddler to pre-school room. Parents of babies are given videos of their child in the setting as well as written development reports. Assessment records include photos of children and samples of their art work.

The quality and standards of the early years provision

Children's health, hygiene and safety are routinely checked to minimise any risks and ensure children's welfare. However, children do not have individual bed linen, and this is not stored in a way which minimises possible cross-infection. Children are developing a good appreciation of a healthy lifestyle; they are offered nutritious snacks and meals as advised by a dietician. Parents are required to provide milk and food for babies. After lunch, children learn about the importance of good hygiene practices as they brush their teeth.

Children behave extremely well; they cooperate successfully with each other, taking turns as they join in a circle game called Duck and Goose. The staff take every opportunity to reflect the wide cultural backgrounds of the children in activities, displays and visits. Many excursions in the local area broaden their horizons, for example, trips to the mosque, temple, church, garden centre and library. Children relate very well to all adults, but particularly their key person, so they feel confident, safe and secure. Children with learning difficulties and/or disabilities and those who are not familiar with English, are able to make good progress because of the well-targeted support they receive. Boys and girls achieve equally well because activities are designed to appeal to their different interests.

Good achievement starts in the younger children's groups and continues throughout the nursery. Babies and toddlers enjoy close and caring relationships with the staff. Sensitive induction arrangements enable parents and children to get to know each other well and this successfully eases children's transition into the nursery. Their development is successfully promoted through a well-planned range

of activities that are carefully adapted to meet younger children's individual needs. Babies explore through touch, smell, taste and hearing. They prod and poke play dough, listen and bob up and down to music, and push buttons on interactive toys. They are relaxed and happy in their homely and welcoming play room.

Children's learning and development are promoted well as staff provide a wide range of well-planned and purposeful activities. Staff assess children's progress and this is significantly linked to the outcomes of the early learning goals. However, the system for recording children's starting points and capabilities is still in its infancy. There is a good balance between activities that are led by an adult and those that children choose for themselves. These activities really capture their imagination and enable them to work with sustained interest. Relationships between children and staff are positive and help children to develop strong social and emotional skills. Nursery staff focus daily attention on key skills, such as listening with understanding, speaking clearly, early literacy and numeracy. Children's curiosity is invigorated by encouraging them to explore, experiment and make choices. These strategies prove very effective in extending their understanding. Children confidently choose and organise their own activities in and outdoors, and tidy up at the end of a session. They develop their physical skills as they ride trikes, use hula hoops, dig in the mud and weave with wool on the fence. Children develop positive attitudes to their learning because they are enjoying what they do. As a result, this prepares them well for the future.

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 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 registration or 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.