

New Beginnings

Inspection report for early years provision

Unique reference number EY309255
Inspection date 30/03/2009
Inspector Amanda May

Setting address 5 New Road, Bourne End, Buckinghamshire, SL8 5BQ

Telephone number 01628 527717

Email

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

New Beginnings Day Nursery is the only provision currently owned by the proprietor and is registered to provide care to children under the Early Years Register. It opened in 2005 and operates from an open plan room with four base areas. The nursery has sole use of the building. It is situated within the village of Bourne End, Buckinghamshire.

A maximum of 35 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00 for 51 weeks of the year. Children have access to a secure enclosed outdoor play area and a sensory room. There are currently 43 children aged from birth to under five years on roll. The nursery serves the local community and surrounding areas.

The nursery employs 13 members of staff, 11 of whom hold appropriate early years qualifications. The setting currently has three members of staff studying to further extend their professional qualifications. The setting is currently working towards the Buckinghamshire Quality Assurance Award.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Secure and effective self evaluation strategies are in place and used by all members of staff to develop the setting and improve the experiences of the children who attend. Parents and children are encouraged to make suggestions for areas of development and plans are in place to ensure changes are relevant and effective to meet the children's needs. Staff have a good awareness of children's individual backgrounds and interests and provide good support to children in order for them to make choices and be as independent as possible during their play. Children are making good progress as a result in all aspects of their learning and development.

What steps need to be taken to improve provision further?

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

- continue to develop planning systems to ensure that all staff, including students, are able to quickly ascertain how planned resources can be used most effectively to support individual children in their next steps
- ensure all practitioners and students have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately
- ensure staffing arrangements are organised to meet the individual needs of all children, particularly around snack and meal times.

The leadership and management of the early years provision

The setting promotes excellent partnership working. Relationships with parents and other professionals are very good and the setting promotes the sharing of information in order to ensure each child is supported, particularly when attending more than one early years setting. Parents are encouraged to be as involved as possible in the nursery and children benefit from regular visits by their 'Nursery Granddad' who comes in to help children plant seeds and plants in the garden and develop the outside play area. Parents are provided with a wide range of important information, particularly regarding how the setting implements the Early Years Foundation Stage framework and staff encourage them to share their own observations of children's interests at home. Staff are open to making changes to the setting and parental feedback is sought and acted upon to continuously develop the setting to a high standard.

Children are safeguarded effectively and staff are aware of the importance of identifying any potential hazards and address these well in most instances. Staff join in with children's play and provide encouragement to children throughout. However, sometimes staff do not deploy themselves as effectively as possible to ensure that all children are well supported, particularly around snack and meal times. Staff are aware of the procedures to follow in the event of any safeguarding concerns and the setting has a knowledgeable child protection officer in place who provides support to the other staff if required. Students and visitors also attend the setting to provide help and support, however their awareness of the procedures to follow if they were concerned about a child's well-being is not always secure.

The manager has clear and effective procedures in place to ensure the safe recruitment of staff. Regular staff appraisals are carried out and the manager spends time in the room with the children to ensure she is able to monitor staff suitability. All staff have recently been encouraged to take part in peer observations to encourage them to develop their own key skills and provide support to each other. Feedback from these observations is provided to staff who are then supported in developing their roles further.

The quality and standards of the early years provision

Children are making good progress in all areas of their learning and development. Many interesting and enjoyable opportunities are offered to children to encourage them in their learning. Children enjoy staff joining in with their role play as they look through a range of resources to help them set up their own hair dressing salon. Children show a member of staff a hair style magazine and are encouraged to find different combs, brushes and styling items they can use. Children work well together and generally share resources very well. Their language skills are well developed with babies and toddlers being encouraged to choose their favourite songs to sing by pointing to flash cards. Staff encourage their interest further as they link the songs they choose to a range of different toy animals and bang on musical instruments to make a tune.

Children have high levels of self-esteem and independence. Resources are stored in low level shelves which are brightly labelled to encourage them to make choices and take decisions. The child's key person has a good understanding of each child's stage of development and plans for future activities are developed for each child, taking account of their particular interests and favourite items, such as trains. Staff generally work well together to share information about children's development and observations are used effectively to promote ongoing opportunities which are interesting and ensure children remain stimulated. However, planning systems are still being developed and do not always make clear to all staff and students what each child's next steps are. This means that some learning opportunities are missed.

A well resourced outdoor play area encourages children in all areas of their learning. A sensory tree includes a range of saucepans to encourage children's creative development and children particularly enjoy using different containers to pour water onto drainpipes of different levels, watching the water run one way then the other. Staff encourage children's awareness of simple mathematical terms and children develop a good understanding of space and measure. Children also enjoy using ride on cars and other equipment outside and develop their sense of safety as they negotiate their space well. Children are happy and content in their learning and enjoy the challenges provided to them by enthusiastic and approachable staff.

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?	1
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?	2
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 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.

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.