

Bluebells Day Nursery

Inspection report for early years provision

Unique reference number 403707
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Inspector Rachel Wyatt

Setting address 25 Bleakhouse Road, Oldbury, West Midlands, B68 9DR

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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 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

Bluebells Day Nursery was registered in 2001. The nursery is located in Oldbury, West Midlands, on the ground and first floor of a Victorian house, with sole use of the premises. There is a step within the ground floor of the main building and at the entrance to the conservatory, and stairs to the first floor. The staff room is on the second floor. There is a fully enclosed outside play area divided into two sections and which includes an area with an all-weather surface. Sessions are from 07.00 until 18.00 and the nursery is open all year round except for bank holidays and a week at Christmas.

The nursery is registered on the Early Years Register and a maximum of 47 children may attend at any one time. There are currently 68 children aged from birth to five years on roll, some in part-time places. The nursery also offers care to children aged over five up to 11 years. This provision is registered on the compulsory and voluntary parts of the Childcare Register.

The nursery is owned by a family who employ a manager to undertake the day to day running of the nursery. There are 18 staff who have all got a relevant level 2 or 3 early years qualification. Students also attend on placement and the setting employs a cook. The nursery has the support of the local authority. The setting provides funded early education for three and four-year-olds and 'free for 2s' funding. The nursery has recently successfully completed the National Day Nurseries Association quality assurance scheme 'Quality Counts'.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are settled and contented, appreciating the inviting atmosphere and the kind, caring support of all adults involved in the nursery. Partnerships with others, especially parents and carers, are strong and help everyone to work together to successfully meet each child's needs and to ensure everyone feels welcomed and included. Children and families benefit as the providers, managers and staff use effective systems for monitoring and evaluating the quality of the nursery's provision, and consistently ensure priorities for improvement are successfully implemented such as the ongoing development of the outside play areas.

What steps need to be taken to improve provision further?

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

- improve assessment systems to ensure consistency in monitoring children's progress and identifying their individual learning priorities
- develop further the systems for working with other settings that children attend in order to ensure consistency in promoting their learning and development.

The leadership and management of the early years provision

The providers, managers and staff work well together to create a welcoming environment for children and their families. Children soon settle as they are looked after by attentive staff whom they know well and who confidently carry out their duties. Babies and children are comfortable because their rooms are inviting, with plenty of displays, and well equipped with interesting, accessible books and toys. Sessions run smoothly, allowing children time to enjoy activities which offer a good balance of free choice and adult-led experiences. Children's well-being is fully supported as routines are effectively managed by staff who fully understand each child's needs.

Children are fully safeguarded. All adults working with children understand their responsibility to protect them from harm. The nursery's child protection policy and other safeguarding procedures gives them appropriate guidance on how to manage and to promptly refer any concerns about a child's welfare. Other aspects of children's welfare are supported because the setting obtains all required information about them and their families and relevant agreements relating to each child's care. Children's health is promoted because staff make sure their individual health, dietary and cultural needs are understood and met. Children have prompt appropriate treatment if they need medication, have an accident or are unwell. Babies and children enjoy carefully prepared, varied, nutritious snacks and meals and regular suitable drinks and feeds. Children's safety is also given priority. The premises, toys, furniture and equipment are checked regularly and risk assessments are reviewed and updated to ensure hazards are promptly identified and removed. Children enjoy well-organised outings such as their recent sponsored 'toddle' or visits to the library.

The setting builds good relationships with parents, carers and other agencies involved with children. Parents and carers are given good quality information about the nursery which helps them to understand how it operates. Informative notice boards and displays around the nursery plus monthly newsletters keep parents informed about topics, staffing, special events and other matters relating to nursery life and early years. Parents' views and suggestions are encouraged and the complaints procedure gives clear guidance on what to do if they have any concerns. Parents feel well informed about their child's activities, experiences and care through regular exchanges with their child's key person and opportunities to discuss their child's progress more formally, for example, at parents' evenings. Positive contacts with other agencies ensures children with learning difficulties and/or disabilities have their additional needs identified and that they receive good support. However, systems for liaising with other settings children attend are not fully developed to ensure everyone works together to provide consistency in supporting those children's care and learning.

Children's welfare, learning and development are supported by the nursery's effective monitoring and evaluation procedures. These include robust safety checks and risk assessments; regular reviews of children's progress and learning priorities; thorough evaluation of activities and resources, and sound staff development and

training processes. The recent successful completion of an accredited quality assurance scheme has enabled the providers, managers and staff to review and revise all aspects of the provision. A clear commitment to improvement is reflected in the ongoing development of the garden, plans to extend children's access to information technology and the way recommendations agreed at the last inspection have been addressed.

The quality and standards of the early years provision

Babies and children enjoy being at the nursery. They eagerly take part in varied activities, relishing regular creative, exploratory and outdoor play. Staff interact well with children, reassuring and encouraging them, and fostering their understanding and concentration. Toys, books and resources are within babies' and children's reach, promoting their independence, choices and ideas for play.

Babies and children make good progress as information from observations and assessment is generally used well to identify their starting points, monitor their development, highlight individual learning priorities and to inform planning. However, there are inconsistencies in the level of assessment for a few children who attend other settings because the nursery has not got a secure system for sharing information about their progress and next steps with other providers. Provision for children with additional needs is good. Effective partnerships with their parents and other agencies who are involved, ensure each child receives appropriate support, that their individual plans contain realistic targets, and that activities and resources are suitable.

Children are eager to learn. Activities are rewarding and varied and take account of their choices, interests and differing abilities. Children relish the many opportunities to be physically active, creative and to explore and investigate different materials. The outside play area is popular with babies and children who all enjoy the range of physical apparatus, exploring sand and water and growing seeds and plants.

Children develop skills to help them in their future lives. They become articulate, confident speakers who readily interact with others. Babies and children love books and stories and from an early age enjoy mark making. Three and four-year-olds confidently recognise letters and sounds and practise emergent writing in meaningful contexts, for example, to record their own story. Children readily count and match numbers and develop a sound understanding of shape, colour and size. Through their play and interactions children learn to respect each other and to appreciate the diversity of the wider community. They behave well, responding to staff's realistic expectations, encouragement and praise. Children also understand the importance of behaving in ways that are safe for themselves and others and how to use equipment and toys correctly. During activities and routines adults help babies and children to become increasingly independent, for example, in feeding themselves and seeing to their personal care. Children show they clearly understand the importance of good hygiene and make healthy choices about what they eat and drink.

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

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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