

Early Birds Neighbourhood Nursery

Inspection report for early years provision

Unique reference number EY344801
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Inspector Kate Heslegrave

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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

Early Birds Neighbourhood Nursery was re-registered in March 2009. It operates from a purpose-built premises in the grounds of Birdwell Primary School in Long Ashton, North Somerset. Children share access to a secure, enclosed outdoor play area. An After School Club has recently opened. It serves the local and surrounding area. There are links with local early years providers and childminders.

The Early Birds Neighbourhood Nursery is on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. A maximum of 62 children aged from three months to under five years may attend at any one time. There are currently 105 children on roll, of these 43 receive funding for early education. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. There is wheelchair access.

The nursery employs nine members of staff who work directly with children. Of these, six hold at least level three qualification and above, one member of staff currently working towards level 3, one member of staff working towards level 4 and 1 member of staff currently with a level 4 qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. It is an inclusive setting where all children enjoy their experiences and make good progress. The staff create a safe and welcoming environment. The manager and deputy demonstrate a strong commitment to further improve the experiences of the children who attend. It has good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- include more opportunities for writing outdoors in free flow play
- provide daily opportunity for children to cut up their fruit at snack time

The leadership and management of the early years provision

Staff work well together with a common purpose. All children are at the heart of the nursery. The manager and her team have a sound awareness of the strengths of the nursery and the areas for development, through following a nationally accredited quality assurance scheme. They are committed to further professional development to enhance provision for the children. As a result, all staff have a good understanding of child development. Areas identified for improvement have been addressed well.

Partnership with parents is outstanding. Parents are involved in all aspects of

children's welfare, learning and development. Parents comment on the excellent communication between staff and parents, where parents are given full information about their child's day. Parents are encouraged to take their child's learning diary home to share and contribute to their child's learning, celebrating their child's progress. One parent described the setting as 'absolutely brilliant', another praised her child's keyworker for knowing her child so well and for addressing his needs fully. There are good induction processes. Some parents have worked with staff to ease transition from the baby and toddler room to the pre-school room. A handover leaflet of helpful hints for all parents enhances a true home-school partnership.

Effective procedures are in place for identifying any child at risk of harm and for liaising with the appropriate child agencies. There is rigorous security around the whole school and nursery site. The outdoor and indoor environment are suitable and safe. Toys are selected carefully for different age groups and are appropriate. All legal requirements are met.

The quality and standards of the early years provision

Children have fun in this provision. Learning is encouraged through discussion and spontaneous explanations as well as focused activities. Key workers spend time watching, playing, and supporting key children's learning. Specific time is set aside for this. Consequently, planning is particularly well informed for future activities from children's interests and stage of development. Children are encouraged to follow their interests and make decisions in independent free-flow play. In outdoor play, children discuss whether to choose steps or a slide to put on their climbing frame, taking responsibility for the shared decision. A boy is making a pie with sand. When his key worker interacts and asks what kind of pie it is, he answers, 'a strawberry pie, broken in half', demonstrating imagination and mathematical knowledge. Toddlers play happily alongside the older children, creating a family community atmosphere.

During indoor role play, a vets' clinic, children spontaneously pretend to be tigers. Through interaction with a key worker the children decide to be tigers in a jungle giving a sense of the exciting wider world. They enjoy collaborative and independent play and are fully engaged with the support of skilled staff. There are prompts on a display board for staff to extend children's thinking, for example Can you find a way to ...?, identifying problem solving and reasoning skills. Children use a range of writing materials indoors, but opportunities such as using clipboards and other writing resources in outdoor play is limited. Development of literacy and numeracy skills effectively promote children's economic well being.

Behaviour is good. Any disagreements between children are talked through calmly. Staff are trained in conflict resolution. Children are taught to think about their feelings, gaining social skills for the future. Children make friends and respect each other. They learn about different cultures, for example, celebrating Diwali. At snack time, the key worker asks, 'why do we need to wash our hands?' Several children answer in unison, 'because we might get germs if we don't', demonstrating a good knowledge of what makes a healthy life style. Children pour

their own drinks, but on this occasion are not given the responsibility for cutting up their own fruit. There are visitors to the nursery, for example, the community police and the dental nurse to help children learn how to keep safe and healthy.

In the baby and toddler room, children eat healthy fruit contentedly. A girl spontaneously starts singing, because she feels secure. There is an air of calmness. Babies and toddlers are well cared for in a comfortable, stimulating environment, indoors and outdoors. Children feel safe because of the trust and attachment to their key workers and other staff. There is a sense of security and well-being throughout the nursery. Children thrive and flourish.

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?	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 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.