

Bibury Day Nursery

Inspection report for early years provision

Unique reference number

EY252915

Inspection date

18/06/2009

Inspector

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Setting address

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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

Bibury Day Nursery opened in January 2003. It is a privately owned nursery in Parkstone, Poole, and operates from a large hall in a quiet road close to local amenities. There are four playrooms, two of which are also used as sleep rooms. The nursery serves the local area.

Bibury Day Nursery is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register for 30 children aged from three months to eight years. There are currently 56 children on roll, all of these, are in the early years age group and 18 of these are in receipt of nursery education funding. Children attend for a variety of sessions. The nursery operates five days a week, 51 weeks in a year. It is open from 7:30 until 18:00 and children may attend mornings, afternoons or full day.

There are currently ten staff including the manager who work with the children. All staff hold early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory and children are making steady progress in their learning. Staff generally meet children's individual needs through planned activities and daily routines. However at times, they are not sufficiently flexible to fully promote all children's care and learning needs. Staff have generally addressed recommendations since the last inspection, improving children's safety and learning opportunities.

What steps need to be taken to improve provision further?

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

- review the organisation of daily routines to ensure children can freely access different play and learning opportunities such as the outdoor area
- review the teaching methods used to ensure children can fully participate in activities of their choice and learning opportunities are tailored to individual needs
- develop systems to effectively liaise with other early years settings that children attend.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that Ofsted are informed of key staff changes (Organisation)

03/07/2009

The leadership and management of the early years provision

Staff develop positive relationships with parents and carers. They regularly share information about the children's progress on an informal basis. Parent questionnaires allow them the opportunity to give their views about the provision, and their suggestions are taken seriously. For example, some parents feel that an interest table would be a good idea. Staff are working with the children encouraging them to bring in items from home linked to the theme. Parents are invited to share their skills and interests with the children. During a recent growing theme a parent was involved in helping the children to plant various plants. Staff and parents share information with regard to their children attending other settings through informal discussion. However, there are no systems to liaise directly with other early years settings that children attend or use the information provided to ensure a consistent approach to children's care and learning.

The setting has begun developing systems to monitor and evaluate the whole provision. These include completing an annual review form with the local authority, which identifies their strengths and any points for improvement. Early years support workers and advisory teachers provide additional support in assessing the provision and helping staff with new planning systems. The setting has made progress in addressing the four recommendations from the last inspection. The staff have developed knowledge in the new Early Years Foundation Stage framework through training. However, some of the teaching methods used still do not fully support and maximise children's learning. Supervision has improved and children safety and well-being is promoted.

Children are generally safeguarded because new staff undergo various suitability checks. Induction procedures ensure that new staff are clear about their roles and responsibility within the setting. However, systems to ensure that the regulator is kept updated with key staff changes are not secure and this is a legal requirement. Staff demonstrate good awareness of possible signs and symptoms of potential abuse and know the appropriate procedures to follow in the event of a concern being raised. Regular risk assessments and daily safety checks promote a safe and secure environment. An excellent fingerprint entry system ensures that nobody can enter the premises without staff knowledge.

The quality and standards of the early years provision

Children come into the setting happily and are motivated in their learning. Staff know the children's individual needs and interests and generally these are accommodated throughout the day. For example, babies' routines with regard to feeding and sleeping are closely followed. Staff support children when they ask to make boats and extend their learning, providing water to float them on, and children add animals to see if they sink. However, on other occasions staff are too prescriptive and do not encourage the children to demonstrate their skills. For example, a four-year-old is invited to make a Father's Day card. The member of staff holds the child's hand and paints their hand and puts the child's hand onto the card to make the hand print. The child asks to do another handprint, but they

are told that they have finished and need to wash their hands.

Older children have opportunities to move freely between inside and outside depending on the number of children in each area. They engage in a good range of activities and play opportunities. However, this is not the case with the younger children. They have a specific time to use the well resourced outside area and at times this is not sufficiently flexible to meet all children's needs. For example, when one child requires a nappy change all the children are brought in and their enjoyment of the outside area is disrupted.

Older children enjoy using a range of technology such as 'Beebots' robotic bees that they programme to move forwards and backwards. Staff encourage children to solve problems by guessing how many times they need to press the button for the bee to reach their friend. Other children use the computer with competence and show enjoyment as they complete the simple programs. Their language is developing well as they explain to a visiting adult what they need to do to move through the various sections. They confidently match numbers on the mouse's door and show a good control of the mouse as they drag the correct number across the screen.

All children throughout the nursery are developing good relationships with their peers and the staff. Babies and toddlers receive cuddles and attention. Older children chat about going to each other's houses to play and enjoy talking about birthday parties they had attended. Staff support children in activities, however, at times the organisation of the activities limits children's enjoyment. For example, in the younger children's room staff only involve one child at a time in the structured activity. Other children who are capable of doing this activity without too much support become bored and wander off. Staff decide which child will complete the activity next taking away children's choices.

Children enjoy healthy and nutritious snacks and meals. They are encouraged to sit at the table and it is generally a sociable occasion. Older children have plates and bowls, however the younger children eat their snack directly off the table and staff use their fingers to pass the children the fruit which does not promote good table manners and hygiene practices. Children participate in a wide range of physical activities to develop their skills and fitness levels. Older children have the opportunity to have tennis lessons and visit the gym. Younger children use the good range of soft play resources. Children are learning about safety through discussion and the staff are positive role models. They have opportunities to participate in evacuation drills to familiarise themselves with how to leave the building quickly and safely. Children's behaviour is good throughout the nursery. Staff use consistent methods to promote children's understanding of right from wrong. Good use of praise and reinforcement by staff supports children's awareness of acceptable behaviour.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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