

Burbage Day Nursery

Inspection report for early years provision

Unique reference number	EY376499
Inspection date	23/06/2009
Inspector	Hazel Christine White
Setting address	170 Hinckley Road, Burbage, HINCKLEY, Leicestershire, LE10 2AH
Telephone number	01455230183
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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

Burbage Day Nursery opened in 2008 and is privately owned and managed. It operates from a converted bungalow in the village of Burbage in Leicestershire. The nursery serves the local and surrounding areas and has strong links with nearby schools. There is a fully enclosed play area available for outdoor play. The premises are built on one level providing easy access.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 38 children on roll, all of whom are within the early years age range. It opens five days a week all year round. Sessions are from until 08:00 until 18:00. Children are able to attend for a variety of sessions.

The setting employs eight members of child care staff. All hold appropriate early years qualifications to Level 3. The manager and deputy are early years graduates. There are two members of staff currently working towards early years professional status. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the provision is outstanding. Burbage Day Nursery makes excellent provision for children in an extremely relaxed and homely environment. All children flourish with the support, care and dedication demonstrated by each member of staff. Partnerships with parents and others are highly valued and ensures individual needs are successfully met. The proficient and accurate systems of monitoring and assessment show considerable capacity to maintain continuous improvement. All staff are encouraged to reflect on their practice and this enables the setting to accomplish the outstanding quality that they strive for.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- involving older children more in the preparation of meal times.

The leadership and management of the early years provision

The excellent leadership, management and staff relationships promote efficient team work. The nursery maintains comprehensive policies, procedures and records to support the safe and effective management of the provision and to safeguard children. For example, all staff receive child protection training and are clear of the procedures to follow if they are concerned about a child in their care. Extensive risk assessments are carried out and recorded effectively, daily records are accurately maintained and all policies and procedures are read and agreed by staff

and parents. Robust recruitment and vetting procedures and continued professional development support the high motivation of staff, ensuring children are cared for by enthusiastic, well qualified adults.

The provider has exceptionally high aspirations for quality which is evident through the constructive methods of self-evaluation. The opinions of staff, parents and others are listened to and acted upon. For example, parents complete extensive questionnaires and attend focus meetings. Other professionals regularly meet with the provider to ensure a high level of consistency of care. The nursery is highly committed to providing a fully inclusive provision that successfully meets the needs of all children. Children with learning difficulties and/or disabilities are fully involved as staff seek advice, support and welcome regular visits from outside agencies to improve their knowledge and ability to ensure all children thrive in this versatile environment.

All staff are pro-active in the implementation of their roles and daily responsibilities. They receive a thorough induction and are very familiar with the policies and procedures that promote children's safety and welfare. Cohesive staff deployment ensures children are closely supported and supervised and are kept active and involved. Key persons, whose hours are agreed to link with children's attendance, are assigned to individual children to ensure that they feel secure in their surroundings.

Partnership with parents is superb. All parents, carers, grandparents and siblings are clearly involved and they comment on the warm welcome, friendly staff and the excellent advice and support they receive on all aspects of child care. Parents are very comfortable within the nursery and are encouraged to join the children for lunch or spend time playing and sharing their ideas. They are invited to many special events throughout the year. For example, the parents' focus group helped to organise a very successful 'teddy bears picnic'. They have good access to their child's 'learning journey' and staff feel that their contribution to these records are integral to the children's learning, development and welfare.

The quality and standards of the early years provision

All children thrive in this vibrant and child-centred atmosphere. They eagerly enter the nursery and receive a warm welcome from the manager and their key worker. Staff provide an environment which allows children's creativity to flourish by using the 'Reggio Emilia' approach to compliment the Early Years Foundation Stage (EYFS). Children thoroughly enjoy the resourceful balance of adult-led, freely-chosen and child-led activities. The space is imaginatively organised allowing children to explore and investigate the wide ranging experiences on offer. Staff skilfully interact with the children extending discussions and challenging the children with realistic achievements across the six areas of learning and development. They have clear and considerate knowledge of individual children which is informed by valuable systematic and spontaneous observations and assessments and is used efficiently to plan for their next steps for future learning.

Planning is very flexible and activities and experiences are adapted to reflect

children's individual interests. For example, the role-play area is well resourced and children decide whether it becomes a café, garage, hair salon or home corner. They freely access the outside area and many children prefer to be in the fresh air. They show their inquisitive side as they look for mini-beasts around the tree, build dens using fabric, branches and ropes and settle down in the wooden shelter that they have designed inside, using colourful cushions, flowers, vases and writing materials. They even decided that they would have a door bell on the outside. There is a true sense of belonging as the children immerse themselves in their surroundings.

Babies and young children enjoy a range of activities that promote the development of their senses. They explore different textures as they make marks in paint, foam and sand, and they experiment with sound as they help themselves to manageable size baskets which contain various musical instruments such as shakers, bells and drums. Children excitedly sit together in a small group to finger paint, creating patterns on paper and having an enormous amount of fun painting their hands. They are encouraged to join in verbally and non-verbally as staff promote language and communicate using gestures. Toys for very young children are bright and colourful and are made up of different textures. They show wonder as they look at the colourful lights twinkling and enjoy listening to music and joining in rhymes. All children practise hand and eye co-ordination and manipulative skills daily. They play with posting, stacking and construction toys and mould and prod playdough. Older children learn to use tools, including scissors.

Children's welfare is extensively promoted within this highly safe and secure environment. Staff's pro-active, consistent and efficient systems for monitoring safety ensure that children are not at risk. Children learn about their own and others safety through purposeful experiences such as when playing in the garden tying branches together with the rope that they do not put it around their own neck or anyone else's. Staff maintain a very clean and hygienic environment. Children are successfully encouraged to develop their own personal hygiene skills such as independent toileting and automatically washing their hands before meals. They learn the importance of healthy eating as they choose freely from a wide variety of fresh fruit at snack time and have a choice of milk or water.

The cook ensures that meals are nutritionally well balanced and follows food standard agency guidelines. Meals are all freshly prepared on the premises using seasonal fruit and vegetables and high quality fish and meats. Children are helped to make choices about what they eat and special dietary needs are taken into account. A vegetarian option is always available. Children sit together at mealtimes and staff eat with the children to encourage good manners and create a sociable atmosphere. Older children sometimes help with the preparation of meals, setting tables and pouring their own drinks.

Children's behaviour is exemplary; they are polite and courteous, sharing and taking turns without being prompted by staff. Older children show great consideration for babies and younger children. For example, wanting them to have their wooden shelter when they were provided with a new one. They keenly show

concern for living things and tenderly care for the vegetables and herbs they have planted, ensuring that they are watered and checking on their progress.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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