

Baby Grows Day Nursery

Inspection report for early years provision

Unique reference number	EY310439
Inspection date	27/04/2009
Inspector	Dinah Round / Brenda Joan Flewitt
Setting address	Middlefield House, Marlott Road, Gillingham, Dorset, SP8 4FA
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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

Baby Grows Day Nursery opened in September 2005 and is privately owned. The nursery operates from purpose built premises situated on the outskirts of Gillingham, North Dorset. Children have access to a fully enclosed outside play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 112 children aged from three months to eight years. There are currently 132 children on roll, of these 123 are in the early years age group and 54 children receive funding for Nursery Education. The nursery supports children who have learning difficulties and disabilities and for whom English is an additional language. The opening hours are from 08.00 until 18.00 on weekdays, for 51 weeks of the year.

There are 21 members of staff who work with the children, including two managers who are supernumerary. Of these, two staff hold a level six qualification and two hold level 5 qualifications, a further 13 staff have level two or three qualifications. Three staff are currently undertaking training in early years. A part-time cook is employed. The setting liaises with the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy, settled and well cared for as staff have a good understanding of their individual needs. The broad range of interesting and stimulating play opportunities means that children are making good progress in their learning and development. Strong partnerships with parents help to build positive relationships and ensure the needs of all children are followed. The two managers and staff continue to develop their own skills and practices, effectively monitoring and evaluating the provision to identify areas for further improvements to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- review security arrangements to ensure they are effectively followed at all times to protect children
- review routines, resources and play opportunities to develop more child-initiated learning to enhance children's ongoing development
- develop systems to link with other settings children attend to help promote continuity of care and learning

The leadership and management of the early years provision

Clear policies and procedures, and well organised documentation ensure children's safety and welfare is well supported. Effective induction procedures and ongoing training help to ensure staff are clear of their roles and responsibilities and support

their continual development. Daily risk assessments are carried out to minimise risks to children which means that children can play freely and safely. Clear security measures are put in place but these arrangements are not always strictly followed when children are arriving to ensure the children's safety. Comprehensive recruitment and vetting procedures are followed to ensure that staff are suitable and have appropriate qualifications to work with children. High levels of qualified staff who know children well ensure children feel comfortable, settled and secure. All staff are encouraged to contribute their ideas and thoughts for future development. The management are pro-active in evaluating the provision and continue to reflect on how they can enhance learning outcomes for children. For example, they are currently researching ways to expand and develop the outdoor play facilities.

The play environment is well-planned with play rooms set out to cater for the different age groups offering age appropriate equipment and resources. Staff and management work together very well as a team to ensure that all children's needs are supported with daily 'huddle' meetings effectively keeping all staff informed of any changes. Staff communicate well within the rooms to ensure relevant information is exchanged. For example, each room has an appointed staff member to oversee lunches and other daily duties which contributes towards the smooth running of the sessions. As children progress through the nursery, they are well supported by key persons to ensure they settle in well during the transition.

Staff establish strong working relationships with parents to support them in meeting children's needs consistently. Parents are provided with good quality information about the provision through display boards in the entrance, regular newsletters and access to the nursery website. A parents' forum has recently been developed which actively involves parents and seeks their views and suggestions. This is used effectively to further develop the nursery, for example, the weekly menus are now accessible through the nursery website. Parents receive regular information about their child's care and learning through the communication books, attending parent evenings to look at assessment folders and informal daily discussion. This keeps them well informed about their child's progress and achievements. Opportunities to link with other settings children attend have not yet been fully established to help promote continuity of children's care and learning.

The quality and standards of the early years provision

Children are happy and settled and enjoy their time at the nursery. They make good relationships with staff and each other and are confident to make their needs known as they can be sure of a friendly and caring response. Staff know the children well as individuals and support them effectively in making good progress towards the early learning goals. Detailed observational assessments are completed to monitor children's achievements and help them move on to the next step in their learning. Children develop good independence in practical skills, such as managing their own clothing, pouring drinks and helping to prepare snacks. Younger children and babies explore with confidence and seek out familiar staff when they need support and comfort. Children are involved in a broad range of

learning experiences and access a good variety of resources over a period of time. For example, younger children show delight as they use their senses to explore the sand, paint, and rice and reach in with excitement to access the interesting items in the treasure basket. Children enjoy a balance of adult-led and self-chosen activities both inside and outdoors which successfully promotes their learning and development. However, due to the timetabled routine, children tend to make their choices from adult-initiated activities and resources.

Most children use language well to communicate. Some initiate conversations with adults and their peers and they happily talk about items brought from home during 'show and tell' sessions. The younger children have fun as they join in action rhymes singing and holding hands with each other as they move to 'Row, row, row your boat'. Children develop a positive awareness of people's differences and the wider world through planned activities and discussion. They learn about how people live in different parts of the world, comparing differences in aspects of their life, such as clothes, families, homes and opportunities to play. Children learn to share and take turns during the activities and quickly find a job to do when it is time to tidy up. They receive regular praise and encouragement which helps to boost their confidence and self-esteem.

Children's welfare is promoted effectively. They learn about staying safe as they are made aware of risks and hazards in the environment and are involved in addressing them. Children have regular activities throughout the day to support their physical development and teach them about leading healthy lifestyles. Staff follow clear daily routines to maintain a clean and hygienic environment, and children are taught about managing their own personal hygiene. Children learn about the importance of eating healthy through the provision of nutritious and well-balanced meals which are cooked on the premises.

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