

The Barney Lodge Day Nursery

Inspection report for early years provision

Unique reference number	EY310782
Inspection date	02/06/2009
Inspector	Carole Argles
Setting address	5 Westbury Road, Warminster, Wiltshire, BA12 0AN
Telephone number	01985 214 286
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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

The Barney Lodge Day Nursery originally registered in 1989 and was re-registered under its present ownership in 2005. It operates from a detached house on the outskirts of the town of Warminster, Wiltshire. Children come from a wide area. The nursery is open each weekday from 07.30 to 18.15, all year round. Children have access to enclosed outdoor play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 55 children aged from birth to under eight years at any one time, of whom no more than 21 may be aged under two years. There are currently 80 children aged under five years on roll, many of whom attend part-time. The nursery currently supports a number of children who have learning difficulties and/or disabilities. At present no older children are being cared for. The nursery offers funded early education for three and four-year-olds.

The nursery employs 20 staff who work with the children, 16 of whom hold an appropriate early years qualification to at least NVQ level 2. A further two members of staff are currently on training programmes.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The children are settled and happy, and take part in a wide range of activities that provide good support for all areas of their learning and development. The children are safe and well cared for but some of the nursery's policies and procedures are not fully implemented. Good support is provided for children who have any learning difficulties and/or disabilities. Staff exchange information with parents to ensure that children's individual requirements are met but they do not involve them fully with their learning and development. The provider is committed to continued improvement to enhance the quality of the learning experiences and welfare of the children attending.

What steps need to be taken to improve provision further?

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

- ensure that the health and hygiene policy is implemented effectively to minimise the risk of infection spreading between children
- continue to develop the methods of recording and assessing children's achievements, sharing this information with their parents and agreeing ways of working together to extend their learning
- support children's hand writing skills by encouraging them to make marks, lines and drawings which form the basis of recognisable letters
- ensure that the safeguarding children procedure contains all necessary information

The leadership and management of the early years provision

The provider has carried out many improvements since the last inspection which have benefited the children. This has included refurbishing the toilet and hand washing facilities, and extending the building and outside play areas. Staff undertake professional training to increase their knowledge of childcare issues and this has resulted in improvements to areas of the curriculum and the support provided for the children. There are effective systems in place to monitor and evaluate the quality of the provision and children's progress and to obtain the views of parents. This allows the provider to identify areas for further development and to implement changes.

Most of the records, policies and procedures necessary to safeguard the children's safety and welfare are in place and implemented effectively. Sound recruitment procedures ensure that adults are suitable to work with children. Staff understand how to recognise signs of abuse or neglect and know what to do if they have concerns about a child. However, the safeguarding procedure does not include all the required details. Staff carry out risk assessments and daily checks on the premises and take sensible precautions to reduce the likelihood of accidents to the children. Good staffing ratios are maintained and staff are deployed effectively to work with the children, who are well supervised at all times. Most areas of the nursery are kept clean and hygienic and the children learn good hand washing routines. However, staff do not keep to the cleaning routines for toys used by babies and young children and this increases the risk of infection spreading between them. The children enjoy the healthy cooked meals and snacks provided by the nursery. They begin to learn about keeping themselves safe and healthy and, for example, talk about road safety and are taught how to clean their teeth correctly.

Parents receive suitable information about the nursery and written consents are in place to help ensure that their wishes for their child are met. Notice boards and newsletters keep them up to date with events at the nursery. There is continuity in children's care because staff and parents exchange information about their routines and individual needs. Staff working with the children provide written details of their day but parents do not usually talk directly with them unless they specifically ask. Parents can see their child's development files at any time and are kept informed of their progress through twice yearly meetings. Staff are developing systems to increase parental involvement with their children's learning but at present these are not fully effective.

The quality and standards of the early years provision

Children enjoy their time at the nursery and learn many skills that will help them in their future lives. They are interested in the activities and resources available and often show sustained involvement with what they are doing. They form friendly relationships with the staff and readily go to them for comfort or assistance. Consistent staffing encourages babies and young children to bond with their key

person and this increases their security. Staff interact well with children, sitting and talking with them whilst they play, and they develop good communication skills. Children respond readily to questions and talk about real and imaginary ideas. For example, some boys were discussing how they were going down into a volcano. Children develop good self-esteem because they receive praise and encouragement for their achievements. They generally behave well and play cooperatively together. They wait their turn patiently when playing dominoes and work harmoniously side by side when painting on large sheets of paper on the floor.

Independence is promoted throughout the nursery. Children make decisions about what they do and often select resources from where they are stored in low units. Older children pour their own drinks and, although staff are there to help if needed, the youngest children usually feed themselves at lunchtime. Children play outside daily either in the large garden or on the patio that leads directly from some playrooms. They develop good control and coordination of their movements and use a wide range of age-appropriate equipment. They find out about the world around them and explore and investigate. They dig in a mud pit, look for bugs in the wooded area, and help grow vegetables. The youngest children investigate a variety of different materials and were playing with trays of shaving foam and exploring a variety of brushes. Children find out about their local community and go to town to visit the library or buy ingredients for cooking. They learn about the culture and beliefs of people in the wider world to promote acceptance and respect for others.

There is a suitable balance of adult-led and child-initiated activities and this gives children scope to follow their own interests. Children are grouped appropriately by age and ability and those in the older groups move between different rooms, some of which are devoted to specific activities such as creative and pretend play. Staff assess what the children can achieve by observing them as they play and this allows them to monitor their progress and to identify any child who needs extra help, and helps them decide on the next steps in their learning. They use this information when drawing up their weekly plans and usually activities are matched to children's individual needs and provide suitable levels of challenge for them. However, some activities, particularly hand writing tasks, are too difficult and do not build on what children can already do and therefore do not support their development effectively. However, there is particularly good support for children who have specific needs. Time is allocated to allow staff to liaise closely with their parents and outside agencies. Weekly individual plans are drawn up and monitored. Consequently activities are carefully tailored to requirements so there is continuity and progression in their care and learning.

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?	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?	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