

Combe Down Nursery

Inspection report for early years provision

Unique reference number	EY383228
Inspection date	09/06/2009
Inspector	Beverly Anne Brimble
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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

Combe Down Nursery opened in 2008. The nursery is a purpose designed building situated in the village of Combe Down, in Bath. The nursery is arranged into three areas which include an area for children up to the age of two years, an area for two to three year-olds and an area for three to five year-old children. All these rooms are on the ground floor with toilet and kitchen facilities available. On the first floor there are two sleep rooms, a room which is used for small group work/dance studio and a sensory room. All children share access to a secure, enclosed, outdoor play area. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. Children attending the nursery are mainly from the local area and surrounding villages.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 62 children may attend at any one time. There are currently 103 children on roll, all of whom are in the early years age group. The nursery is registered to receive government funding for nursery education. The nursery supports children with English as an additional language.

The nursery is one of two privately owned nurseries. There are 20 members of staff employed at the nursery and one volunteer, 18 of whom care for the children. Of these, eight hold a level 3 qualification in childcare, one of whom is working towards a level 4, three hold level 2 qualifications, one of whom is working towards a level 3 and all other staff are working towards an appropriate level 2 childcare qualification.

Overall effectiveness of the early years provision

Overall, the quality of the early years provision is good. The management and staff team work well together to provide good quality provision to children and their families. Staff know the children well and provide a happy, welcoming environment where children's individual care and learning needs are met. The staff develop positive relationships with the children and their parents, and this helps promote the inclusive practices. The nursery have effective systems in place to continually monitor and evaluate the provision to enhance children's experiences, demonstrating a firm commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the programme for communication, language and literacy by displaying key word labels within the rooms, and ensure these reflect the languages of children attending
- further improve opportunities for children to develop their independence, particularly at mealtimes and to self-select activities.

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

- put in place a record of risk assessment for each type of outing undertaken, and improve the record of risk assessment so that it includes information on who conducted it, the date of review and any action taken following that review (Safeguarding and promoting children's welfare)

23/06/2009

The leadership and management of the early years provision

The nursery has a comprehensive range of policies and procedures that are implemented by all staff to support children's safety and welfare. Robust recruitment and induction procedures are in place, which ensures adults working with the children are suitably checked. Staff have a secure understanding of safeguarding children and know the procedures to follow if they were concerned for a child's welfare. Risk assessments have been undertaken for all areas of the nursery and outings to make sure children are effectively protected from potential dangers. However, records of the risk assessments for each specific type of outing and records to show when and by whom risk assessments have been reviewed are not in place, which is a requirement.

Partnership with parents is good. The nursery staff communicate with parents and carers at the beginning and end of each session informing them about their child's day. In addition, parents of babies and younger children are provided with a daily diary sheet of routine activities, such as, sleeping, eating and nappy changes. The effective key person system helps to ensure children's individual needs are recognised and met. Parents are invited to view their children's individual progress files regularly and are encouraged to contribute their own comments to these records. The nursery is developing systems to work in partnership with other providers delivering the Early Years Foundation Stage (EYFS) that children attend, to ensure their needs are met and for continuity of care.

The owners and management team have effectively used the Ofsted self-evaluation form to identify the strengths and areas to develop within the setting. They actively seek feedback from parents in the form of a questionnaire, acting on parents' comments and suggestions to make further improvements at the nursery. Staff develop their professional skills through regular training and an appraisal system, which also contribute to continuous improvement. These systems of monitoring and evaluation help to ensure that the good quality provision is maintained and changed, making sure children's individual needs continue to be met.

The quality and standards of the early years provision

Children arrive at the nursery happily and separate from their main carers well. Effective settling procedures, such as additional reassurance and distraction, enable new children to settle into the nursery well. Children enjoy learning and are provided with an interesting range of activities to help them learn and develop inside and outside. Children's curiosity and desire to explore are supported, for example, babies experience different sights and textures in the sensory room and older children explore and experiment with jelly and shaving foam, commenting "it feels gloopy" and "it smells like cake". Children enjoy listening to stories and looking at books, and older children are starting to recognise and write the initial letters of their names. Children see some examples of the written word on creative display labels, although key word labels within the rooms are limited and do not reflect the languages of all children attending the setting. Children start to learn about the wider world through group discussions. For example, at circle time when the children are sharing their news one child talks about presents received from Thailand and they look for the country on a world map. The discussion continues and the children identify the blue areas on the map as sea, talk about globes and comment "I just live up the road" and "I went on a boat to France". Children's behaviour is good, they listen to staff and respond well to requests, such as when asked to tidy up. Children share resources well and are willing to help others. Older children seek out friends to play and the babies and younger children start to form early friendships, for example, a child hold hands with the child sitting next to them at the painting activity. Staff develop warm, caring relationships with the children, which helps to build their confidence and self-esteem.

The nursery staff have a secure understanding of the EYFS learning and development requirements. They seek information from parents and undertake observations on children when they start, which enables them to find their starting points. Staff continue to observe the children's individual learning and record their development in progress files. Observations are recorded for all areas of learning and generally next steps are identified. Staff utilise the information they have obtained from observations to plan further activities and play opportunities for children's future learning as they play.

Children develop an understanding of a healthy lifestyle as they enjoy fresh fruit at snack time, and freshly prepared and cooked meals at lunch and tea time. They play in a well maintained and clean environment and learn about good hygiene practices as they wash their hands after messy play and before eating. Children have some independence as most children can access the toilet area by themselves and they are encouraged to put on their own coats when going outside. However, children's independence is not fully encouraged, particularly at mealtimes when drinks are poured ready for the children, and snacks and meals are handed out by staff. Children delight in playing outside, they shout and squeal as they ride bikes and freely move around. Staff encourage children's hand-eye coordination as they engage them in games of throwing and rolling balls to each other. Children's safety and security is recognised as important and there are good systems in place to maintain this. The staff help children learn how to keep themselves safe with explanations and supervision, for example, before going on

an outing to the mobile library children put on high visibility jackets, are reminded to hold hands and talk about road safety.

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

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

Met