

The Balsam Nursery

Inspection report for early years provision

Unique reference number EY396423
Inspection date 08/10/2009
Inspector Michelle Tuck

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Type of setting Childcare on non-domestic premises

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Balsam Nursery was registered in 2007, and re-registered under new management in 2009. It is based in the Balsam Centre, close by the centre of Wincanton, in Somerset. The nursery operates from two rooms, with use of two additional rooms in the building, the youth room and the shed. Children have access to a spacious enclosed outdoor play area situated at the front of the premises. It opens Monday to Friday from 8:00am to 6:00pm, all year round apart from bank holidays and Christmas. It serves the local community and children may attend for different sessions.

The nursery is registered to provide care for 32 children under five years. There are currently 58 children on roll, all are in the early years age range. The provision is registered with Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development. They participate in a broad range of quality activities and play opportunities tailored to their individual needs. Staff are particularly skilled at celebrating the uniqueness of every child. The setting have yet to develop a system to evaluate the provision to ensure that they are continually reviewing their practice to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding procedure includes procedures to be followed in the event of an allegation being made against a member of staff. 23/10/2009

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

- ensure the complaints log is easily accessible when required
- develop systems for regular self-evaluation to identify strengths and weaknesses

The effectiveness of leadership and management of the early years provision

Staff demonstrate they have secure knowledge of how to protect children from harm and neglect, which means that children are effectively safeguarded. Clear

procedures are shared with parents to ensure that they are familiar with staff roles and responsibility in this area. The safeguarding policy does not include procedures to follow in the event of an allegation being made against a member of staff. Although this is a specific legal requirement the impact on children of not having this in place is minimal, as the manager is able to explain in detail what he would do if this situation was to occur. Robust recruitment and employment systems ensure staff are all suitably qualified, experienced and up-to-date with current childcare practices. They work extremely well together as a team to ensure children are safe and well-cared for at all times.

Staff develop positive relationships with parents and carers. Parents are aware they can talk to the staff whenever they wish and they are updated on a daily basis when they collect their child. Daily written information is given to parents, evidenced with photographs of what their child has enjoyed or achieved each day. Parents report that they are 'really pleased with their child's progress' and that they feel their children are 'very well supported' in their development and learning. A complaints log is in place, however, not quick to access as it is kept on the computer. The setting has very good relationships with other early years professionals and children with additional needs are very well supported. Staff provide high levels of support to all children which means that they are effectively challenged and encouraged to reach their full potential.

The nursery deploys its resources well so that all children make good progress in relation to their starting points. The premises are well arranged to provide large, airy playrooms with attractive, suitable resources that are accessible for each age group. Adults are well deployed so that children's personal care is the responsibility of their key persons wherever possible. Staff work well together as a team and provide a welcoming and stimulating environment. Generally children are able to move between the indoor and outdoor play areas. Staff ensure that there is a good range of activities available encouraging children to make their own choices. The key person plans activities for their key children, which are tailored to meet their individual needs. Staff discuss the effectiveness of the provision when they meet, however there are no formal systems in place yet to identify key strengths and weaknesses and ensure driving improvement and to improve outcomes for children.

The quality and standards of the early years provision and outcomes for children

Children's learning and development is very well promoted through their play and daily routines. Children are enthusiastic and motivated in their learning. They confidently come into the setting and quickly become involved in the various activities. Staff are skilled at supporting the children engaging them in activities they know they are interested in. Good use is made of all the facilities, which gives children very good space both inside and out. For example, one room is used for physical activities, the main room is divided into concrete areas such as the craft and role play area and another room for quiet or small group activities. The good range of resources are set up every day in low level units to enable children to become independent learners. The nursery provides a busy, calm environment in

which children are purposefully engaged in self-chosen or adult-led play and activities. Consequently, children develop high self-esteem and remain focused for long periods of time.

All children have opportunities to take part in a very good range of challenging and exciting activities. For example, children explore water with tubes and funnels. Children are able to describe what would happen if they sucked the tube rather than blow through it, they use different media, such as paint and play dough. Good interaction promotes children's awareness of the different sizes, shapes, patterns and colours. Children are beginning to match numerals to numbers, they all count together and are able to make simple calculations. Staff make regular observations, which identify children's individual learning and interests. These are linked to the early learning goals and are beginning to be used to identify individual development and progress is tracked.

Children have daily opportunities to develop a safe and healthy lifestyle. They help themselves to fresh drinking water and are provided with a variety of nutritional snacks and cooked hot lunches. They have daily opportunities for physical play and to choose to be outside. Children wash their hands after using the toilet and before eating. Snack time is used as a social occasion with children sitting in small groups with a member of staff. They learn to use knives safely as they eat their cooked meal at lunch time and older children are encouraged to pour their own drinks.

Children are polite, well behaved and help each other. They enthusiastically join in with the whole group activities, such as music and movement sessions, as they pretend to move around like different animals. Children develop their imagination and take on familiar roles with good access to role play equipment. For example, they spend time in the house pretending to iron clothes, or 'go to work' on their bike.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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