

Burnholme Day Nursery

Inspection report for early years provision

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26/10/2009

Inspector

Linda Cook

Setting address

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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).

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.

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Description of the setting

Burnholme Community Nursery was registered in 1992. It is run by a registered charity and has been based in its current premises since 2002. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 32 children at any one time. The nursery operates from one large open plan room, which incorporates a baby room plus kitchen and separate toilet facilities. It is situated within Burnholme Community College in York. The nursery is open each week day from 8am until 5.30pm for 50 weeks of the year. All children have access to an enclosed outdoor play area.

There are currently 61 children, aged from eleven months to four-years, on roll. The nursery offers funded places for children of an eligible age. Children attend from the local community and surrounding areas. Twelve members of staff are employed and all hold appropriate early years qualifications at Level 3 or above. The nursery is a member of the local early years partnership, receives support from the local authority and is working towards achieving a recognised quality assurance award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An effective key person system ensures that staff have a good knowledge and understanding of children's individual needs, which enables them to successfully meet their learning and welfare requirements. The excellent deployment of staff and their effective interaction with the children is a strength of the nursery; consequently children develop positive relationships and make good progress from their individual starting points and abilities. Partnership with parents and other providers continue to be developed. Good safeguarding procedures and the strong emphasis on ensuring children's safety means children are cared for in a safe environment where they are free to explore and develop new skills. Strong leadership promotes commitment to ongoing development and action plans to continually improve outcomes for all children.

What steps need to be taken to improve provision further?

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

- strengthen links between observation, assessment and planning to ensure children's individual next steps are planned for across the six areas of learning; ensuring each area of learning is given equal priority to maximise progress towards the early learning goals
- develop further learning partnerships with parents and other settings children attend, who deliver the Early Years Foundation Stage, to ensure continuity and consistency in learning.

The effectiveness of leadership and management of the early years provision

Robust recruitment and induction procedures ensure suitable staff are employed, and they are clear about their roles and responsibilities. Staff have a good awareness of safeguarding issues and attend child protection training. There are clear procedures in place for them to follow should they have concerns. All required policies and procedures are in place and are reviewed on a regular basis. Risk assessments are completed covering all areas of the provision and including outings, which ensure children remain safe and secure at all times. Vigilant supervision and the high priority given to their safety enables children to develop independence and new skills in a safe environment. All required documentation such as accident and medication records to safeguard children welfare are in place, organised well and required parental signatures obtained.

The manager and staff share a clear vision for future developments and have worked together to complete a formal system of self-evaluation enabling them to monitor the quality of the provision and identify areas for development. For example, following a successful funding application there are plans in place to further develop the outdoor learning environment. They hold regular staff meetings and a staff appraisal system is used to identify training needs ensuring their knowledge and skills continue to be developed and remain up to date. The nursery welcomes the support of local authority workers, acting on their advice and is in the process of completing the second stage of a quality assurance award.

Parents receive good information about the nursery, both verbally and in writing. They are kept well informed of their child's daily care and development. Daily diaries are completed for babies which go home with them and parents are encouraged to add their comments. Parent evenings enables them to meet with their child's key person, see their child's development files and discuss their children's progress. However, individual children's learning records do not evidence parental input into their learning on an ongoing basis. Good information is obtained from parents of new starters to enable staff to establish their starting points and ensure they are aware of home routines which are followed as closely as possible within the nursery. Children are valued as individuals within an inclusive environment. While there are no children attending at present with special educational needs and/or disabilities there are systems in place to support such children. The nursery does support children with English as a second language. Children are made aware of cultural diversity through positive images displayed and in books, through discussions with staff and as they celebrate festivals from their own culture and that of others.

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

Good use is made of the available space. Children are able to move freely between activities and enjoy the free-flow opportunities to the outdoors. Outside, children enjoy the fresh air, ride wheeled vehicles, use balancing and climbing equipment,

engage in fantasy play, and explore sand and water play. A very broad range of resources and equipment are accessible to the children for self-selection and are appropriate to children's stages of development, promote challenge and exploration. Babies and toddlers use their senses as they explore the natural resources in treasure baskets. Children of all ages access books, and enjoy looking at them independently and with staff. Staff support children's learning very well. They use sensitive questioning techniques to great effect to extend children's learning and promote their problem-solving skills, for example 'do we need any more?', 'how many have you got there?' and 'how are we going to do that?'. Staff enable children to do as much as they can for themselves. For example, they are encouraged to put on their coats and footwear before playing outdoors and aprons before messy play. Children help to tidy up at lunch time and babies are encouraged to feed themselves.

Children of all ages have very good opportunities to initiate activities and freely explore the resources available. This supports them in becoming independent learners. The daily routines include opportunities for children to enjoy free play as well as planned activities such coming together to enjoy group activities. Staff make very good regular observations so are able to identify children's particular interests. They have introduced new procedures to identify children's starting points and learning priorities. However, the links between observations, assessments and planning are not sufficiently developed to clearly show how individual children's next steps in learning are to be provided for giving all areas of learning equal priority.

Children are settled and happy; they build positive relationships with each other and with the staff. They are encouraged to use good manners and think about each other as well as expressing their own feelings in an appropriate manner. They develop good concentration skills as they enjoy craft activities and spend a considerable amount of time matching shapes counting them and naming colours. They learn about the world around them as they visit local play parks, go on nature walks and visit a children's farm. Children talk with excitement as they remember the trip to the farm and how Mum went with them and the animals they fed. Outdoors they grow vegetables, enjoy digging for worms and playing with the falling leaves as they monitor the seasons. Children develop skills for the future as they develop their language and communication skills to good level, explore how things work and use information technology and interactive toys.

Procedures for nappy changing and the good hygiene routines followed by the children are effective in helping to prevent cross infection. Older children become independent in their personal care, for example, they wash their hands before eating and after using the toilet; they help themselves to tissues and know to put them in the bin after use. They begin to learn about the importance of a varied and nutritious diet. Each day they are provided with nutritious snacks which include fresh fruit. During term time they have their main meals provided by the school canteen and in holiday periods these are cooked by the staff in the nursery kitchen. Children develop an understanding of keeping themselves safe through activities, learning to cross roads safely on outings and by regularly practising emergency evacuations. All children enjoy their time at the nursery and make good progress in their all round development.

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	2

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	2
The effectiveness of partnerships	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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