

Bridge Farm Day Nursery

Inspection report for early years provision

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Inspector Moira Oliver

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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

Bridge Farm Day Nursery is one of two nurseries run by the directors. It opened in 2008 and operates from three main play rooms in purpose built premises in Martlesham on the outskirts of Ipswich, Suffolk. All areas of the nursery are accessible and on one level, and an accessible toilet is available. All children share access to a secure enclosed outdoor play area.

A maximum of 40 children may attend the nursery at any one time. It is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. There are currently 90 children on roll, all of whom are within the early years age group. This provision is also registered on the compulsory part of the Childcare Register and in receipt of funding for nursery education. The nursery supports children with special educational needs and/or disabilities, and also children who are bilingual.

There are 20 members of staff, 17 of whom, including the two directors hold appropriate early years qualifications. Two members of staff are working towards a qualification and four are working to the next level in their qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The highly effective key person system supports the children to feel safe, settle well and progress very well through the Early Years Foundation Stage. Close, trusting bonds have developed with the parents ensuring individual children's needs are met. The indoor and outdoor environments are carefully created to provide a welcoming, inclusive and stimulating place where children have fun as they learn through play. Children's health is supported exceptionally well and effective systems ensure they are safe and secure. Managers have exceptionally high aspirations for quality and share a clear vision with the staff as they strive to improve the provision further.

What steps need to be taken to improve provision further?

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

- extend opportunities for parents, as well as practitioners who work with the children in other early years settings, to regularly share the children's development and learning records to provide continuity of care and aid progression
- develop further the systems to ensure that the individual needs of all children are met, ensuring schedules and routines flow with the children's needs, with particular regard to nappy changing routines in the toddler room
- improve the safety of the children and the accessibility of resources in the baby room; this refers to items stored on high shelving.

The effectiveness of leadership and management of the early years provision

Children are protected from abuse and neglect due to the staff's clear understanding of their roles and responsibilities in safeguarding children. Staff attend regular training to ensure they keep up-to-date with any changes to policies and procedures and they are confident to put them into practice when necessary. Robust recruitment and checking procedures ensure children are cared for by suitable, well qualified staff. Thorough risk assessments take place on all areas of the setting and daily checks are carried out to ensure children are safe. Some resources are stored on high shelving in the baby room, staff are mindful when they access the resources, however, potentially items could fall and cause injury.

The managers are exceptionally dedicated to their roles and successful in inspiring staff which is evident through the high staff morale and ongoing improvements. They have a clear vision of quality and many plans for future developments. For example, to offer more places for families that need extra support, to develop the outdoor area further and to improve their inclusive practice taking into account the feedback from recent parental questionnaires. Effective systems are in place to monitor and evaluate the provision. All staff are involved in the process through staff meetings and individual appraisals where staff development is valued and encouraged. Questionnaires are sent to parents to include their ideas and comments in the self-evaluation process. Managers and staff value the feedback they receive from parents and supply them with information about the outcomes and how they are addressing the comments made. Parents receive a clear and professional information pack when their child starts and information about the Early Years Foundation Stage is creatively displayed, showing children taking part in a range of activities in all areas of learning.

The setting values the important role that parents play in their child's progress and actively encourage contributions and information using the 'wow' boards and through daily conversations with their child's key person. The nursery has begun to develop links with other early years settings that the children attend. They have a good relationship with the local nursery at the school and have invited childminders to share children's development records. However, effective systems are not yet in place to ensure that parents and others regularly share the valuable, informative, learning and developmental records that are in place.

The nursery promotes equality and diversity and inclusion threads through their practice. They value and celebrate difference, supporting children to learn about their own and other cultures and traditions. Resources, such as, books, posters, pictures, dolls and items from a range of countries, are available to promote discussion and increase awareness and understanding. Staff are warm and caring, providing the children with a calm and loving environment. They treat the children with respect and encourage them to care for each other by providing good role models.

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

Children are very confident and settle extremely well in the rich and stimulating environment. Close bonds are built between the children and their key person and staffing arrangements are flexible, allowing children to feel secure during their transition period to the next room. Staff use valuable observations to plan an exciting programme which is responsive to each child's interests and abilities. The children have free access to the outdoor area and for the majority of the day are able to choose their own activities. However, on occasion staff are not sensitive to the children's needs and interrupt their play in the sand or when listening to a story, to have their nappy changed.

Children's personal, social and emotional development is fostered particularly well. They develop high levels of independent skills, for example, as they take part in tidying away the toys after use and returning them to the storage units. Babies are encouraged to feed themselves and toddlers are supported to use knives and forks. Older children serve their own meals, pour their drinks, and manage their clothing to go outside. Children are learning how to manage their own behaviour and to treat each other with kindness.

Children play in a print rich environment where they have many opportunities to mark-make in sand, with paint, with chalks on the chalk board and have a range of writing materials that they can access independently. Children in all rooms are developing a love for books. They enjoy stories being read and are actively involved with the use of puppets and other props. Children know how books work and role-play reading to each other, turning the pages as they hold the book up for others to see. Children use mathematical language as they compare size and shape, matching jig-saw pieces as they make puzzles. They take part in number rhymes and enjoy knocking plastic bottles off the wall as they sing Nine Green Bottles. Older children measure and compare their height, recording it on a height chart which is displayed on the wall. Number lines are used indoors and out and children handle them getting used to seeing the numbers in print.

Children are becoming familiar with technology as they use a mouse to click on items in a matching game and confidently use a compact disc player to listen to a recorded story. Babies delight in covering their hands in play-foam and watching it fly around as they clap. They drive cars through paint making tracks and thoroughly enjoy a range of different textures on their hands. Older children have access to a range of collage resources and create pictures accessing the material and glue. They have many opportunities to express themselves through weekly music and dance classes which are carefully planned to include all ages.

Children's welfare is promoted well. Older children show an exceptional understanding of the importance of personal hygiene and make healthy choices at meal and snack times. For example, older children serve themselves at meal times, helping them to understand healthy portion sizes. The food provided is of a high standard providing a nutritious balanced diet. Parents are encouraged to provide comments and additional ideas for meals which are incorporated into the menus.

Allergies and food preferences are respected and all staff are aware. Children understand the importance of exercise and enjoy taking part in dancing lessons, moving their bodies to music. All children have many opportunities to play safely outdoors everyday and have a range of wet weather clothes and umbrellas if needed. Children delight in riding round on bikes, running down the slopes, climbing the ladder to the slide and jumping on the small trampoline. Children learn about safety; they tidy away toys before getting more out and practise emergency evacuation procedures. Babies and young children are extremely content and settled because their individual health, physical and dietary needs are met to a very high standard. They eat, sleep and play according to their home routines which are discussed in detail with parents when they start and evolve as the child develops and their routines change.

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	1
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	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	1
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