



Baildon House Nursery

Inspection report for early years provision

Unique Reference Number	EY296430
Inspection date	12 September 2005
Inspector	Dawn Bonica Brown

Setting Address	31 Heaton Drive, Baildon, Shipley, West Yorkshire, BD17 5PQ
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Registered person	Linda Maria Skirrow
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Type of inspection	Integrated
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Type of care	Full day care
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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Baildon House Day Nursery is privately owned. It opened in 2004 and operates from a detached house in Baildon, near Bradford in West Yorkshire. The ground floor of the house is used by children aged 2-5 years. The first floor is used by babies aged from 0-2 years. All children share access to an outdoor play area. The nursery serves the local area and the wider community.

A maximum of 32 children may attend the nursery at any one time. It is open each

weekday from 07.30 to 18.00 all year round. There are currently 40 children aged from 0 to 5 years on roll. Of these, six children receive funding for nursery education. The nursery currently supports a number of children with special educational needs.

The nursery employs 11 staff, of which 9, including the manager, hold appropriate early years qualifications. There is one member of staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well nourished. They receive a balanced diet of freshly prepared food. Children with allergies are well monitored to ensure that their food is suitable. The menus are varied and alternative meals are provided to accommodate children's preferences. They are encouraged to try a variety of food and their dietary needs are well attended to so that children develop a positive attitude towards their nutrition.

Children's good health is well promoted and they are well cared for when they are ill. Their Independence is fostered; they are successfully encouraged to become independent at personal hygiene through good supervision and reminders to wash their hands. Children aged 2-5 years learn to recognise when they are thirsty and are encouraged to help themselves to drinks of water throughout the day. Babies benefit from a good settling in process that follows their individual routines and staff observe good hygiene practices that help to protect children from cross infection.

Children take part in regular physical play both indoors and in the garden to help them to develop a positive attitude towards exercise. They are very active throughout the day, using a range of resource that promote the development of good physical skills. They use wheeled toys as well as climbing equipment and 3 year-olds practise hand and eye co-ordination by learning to catch large balls. The Birth to three framework is well implemented for babies. They benefit from daily exercise in the fresh air and are taken on short walks in the locality to feed the ducks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are warm and welcoming so that parents and children feel involved in the setting. Children play in a safe environment; the premises are clean and well maintained. Children's safety inside and outside the setting is effectively monitored because risk assessments are robust. Staff know the evacuation procedures well because they are practised regularly. Children are well protected on outings through good procedures that are strictly followed.

Children's use of space is good. They play outside throughout the day when the weather is good, using tactile materials such as painting and sand play as well as outdoor equipment such as wheeled toys and ball games. Documentation is well

maintained so that children's injuries are monitored effectively and the required written permission is obtained from parents to take children outside the premises. Children use resources that are safe and suitable for their purpose.

Children are well protected from abuse by staff who have a good understanding of child protection procedures in line with the local Area Child Protection Committee procedures.

Helping children achieve well and enjoy what they do

The provision is good.

The implementation of the Birth to three framework for babies is excellent. They are happy, well settled and enjoy a wide range of experiences in an environment that is rich in stimulating resources. For example, they participate in many activities that excite their curiosity. They use freely accessible sensory equipment around the baby room which promotes their confidence and independence in making choices. Babies' enjoyment of books is well fostered through a good range of developmentally appropriate books that are robust so that babies enjoy handling them. They develop a wide vocabulary by listening to stories whilst sitting comfortably with familiar adults and learn simple nursery rhymes and action songs such as "Miss Polly". Young children are fascinated as they explore the properties of water using a variety of containers. Their curiosity is further stimulated as they explore colours and textures such as foam, ice, finger painting, foot painting and discovery play with treasure baskets.

There is an insufficient range of books provided for children aged 2 - 3 years to promote their enjoyment of stories. Their ability to concentrate on stories is not successfully fostered as the books available to them are not well-suited to their stage of development. Their choice of activities is not consistently wide enough throughout the day to maintain their interest and stimulate their imagination as they are restricted from some areas of play. However, overall, there is a suitable range of developmentally appropriate resources for them both indoors and in the outdoor play area.

Nursery Education

The quality of teaching is satisfactory. Staff have a sound knowledge of the early learning goals and, over time, all areas of learning are covered. However, the resources provided are not always well suited to the developmental stages reached by the children concerned. For example, some of the maths resources for three-year-olds are too complex. Overall, children learn through child centred activities that are based on their experiences and they are praised and encouraged using positive behaviour management strategies. Children with special needs are very well cared for. There is good collaboration with parents and with specialist to promote their development so that they are successfully included in all activities. Staff have specific roles but work together well to plan and implement a suitable range of activities that overall, promotes children's learning effectively and supports their progress towards the early learning goals.

Children express their ideas through a variety of creative activities and their social skills are developing well as they play together co-operatively. They enjoy a range of activities that are stimulating, but their interest in books and stories is not well fostered because the books provided for them are in poor condition. Children's awareness of the world around them is well stimulated through the use of their vegetable garden where they plant, grow and harvest a range of vegetables for their meals. They have visitors to the setting and they visit local places of interest such as a farm for children. However, their curiosity and investigative skills are not well supported in all areas; they look at insects in the garden but are not suitably encouraged to learn more about them and they do not use programmable toys.

Children are developing a good vocabulary as they speak about past and future events in their lives and learn new words through a range of nursery rhymes and action songs. Their understanding of writing for different purposes is developing well. Children practise writing in their spontaneous play in the home corner and learn to recognise their names from name cards that are used at meal times and other occasions throughout the day. Children are gaining a suitable awareness of maths language through appropriate activities such as water play and they explore numbers using a magnetised board. However, opportunities for children to gain a meaningful awareness of numbers and quantities from their everyday routines are not provided.

Children's physical development is very well fostered. They use a wide range of physical equipment both indoors and in the garden where they climb, learn spatial awareness skills using wheeled toys and gain skills in hand and eye co-ordination by catching balls.

Helping children make a positive contribution

The provision is good.

Children's self esteem and confidence is well fostered through individual learning programmes that help them to achieve. Partnerships with parents is good because there are good links with parents to help children become settled and they develop strong attachments with staff.

Children with special needs are very well cared for so that they make good progress within the nursery. Staff work effectively with parents and specialists to ensure that all children are suitably included. For example, all staff are learning to use Makaton sign language so that children throughout the setting learn to express themselves clearly and to make their needs known.

Children are very well behaved. They have a developing awareness of right from wrong and respond well to positive behaviour management strategies. Many children have formed friendships and show kindness and concern for each other. Their spiritual, moral, social and cultural development is fostered well.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are well cared for by suitably trained, well qualified staff who give the children's welfare high priority. Children's health and safety is well maintained through good policies and procedures that are implemented effectively. They benefit from a high staff ratio so that they feel confident and secure and are well settled. Babies and pre-school children are well stimulated and space is used extremely well for babies so that they make very good progress in their development.

Leadership and management is good. There is a strong commitment to staff training and development and staff motivation is high so that they are enthusiastic about the care they provide for children.

Improvements since the last inspection

There are no recommendations for improvement. This is the first inspection since registration.

Complaints since the last inspection

There are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop a suitable range of activities to keep children aged 2-3 years well stimulated, for example, by implementing the Birth to three framework
- improve the range and quality of the books provided for children to suit their differing stages of development.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide developmentally appropriate resources and activities to support children's understanding of numbers and quantities
- improve opportunities for children to explore and investigate using a wide range of resources to support their learning.

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