

Blackdown Children's Day Nursery

Inspection report for early years provision

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Inspector

Julie Neal

Setting address

The Bungalow, Chelston, Wellington, Somerset, TA21 9PH

Telephone number

07594 217 995

Email

gbt.bway@talktalk.net

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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Description of the setting

Blackdown Children's Day Nursery registered in 2009 and is a privately owned provision. It is situated in Chelston, Wellington, just off J26 of the M5 on the A38 towards Exeter. The nursery is on one level and is accessible. There are two separate play rooms for the over and under twos, additional play/sleep room, kitchen and toilet facilities and a large outdoor play area consisting of hard standing and grassed areas.

The nursery is registered on the Early Years Register and may provide care for a maximum of 18 children in the early years age range at any one time, of which no more than six may be under two years. There are currently 27 children in the early years age group attending at different times. The nursery is open from 8.00am to 6.00pm, Monday to Friday, all year round, with the exception of Bank Holidays. Overnight care is not provided. There are four members of staff working regularly with children, all of whom have Level 3 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well. Staff use their knowledge of individual children to plan effectively to ensure they make consistently good progress in their learning and development. They work closely with parents to ensure they have a thorough understanding of any specific requirements their children may have, in order that each child is appropriately supported and included. Staff reflect well on their practice and are using their self-evaluations effectively to develop action plans for the future that support ongoing improvements and good quality outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure there is a process in place to confirm the ongoing suitability of staff to work with children
- continue to improve systems that support children's welfare, learning and development, such as, implementing plans to develop partnerships with other settings, where children attend more than one provider of the EYFS
- ensure that systems used to monitor children's progress are consistent in identifying their individual next steps in learning and development

The effectiveness of leadership and management of the early years provision

Staff in the setting have a good understanding of the requirements of the Early Years Foundation Stage (EYFS) and ensure these are implemented effectively

overall. Children are well safeguarded in the setting. Staff have a very good understanding of their responsibilities to protect children in their care, and managers give safeguarding training a high priority, in order that all have up to date knowledge of Local Safeguarding Children Board (LSCB) procedures. Safeguarding policies and procedures are clear and staff's knowledge and understanding of these is good. Visitors' presence is recorded, and they are supervised at all times. Employment procedures ensure that all staff are checked to ensure they are suitable to work with children. However, there is no process in place to confirm their ongoing suitability, other than at the point of employment. Extremely thorough risk assessments and systems of checks ensure children remain safe and secure at all times. For example, staff conduct a daily review of the premises and equipment, enabling them to quickly identify any actions that may need to be taken to maintain children's safety, and records are updated to reflect this.

Managers in the setting have been successful in promoting a culture of reflective practice where staff take a meaningful role in monitoring and evaluating the effectiveness of the provision. A strong focus on teambuilding has resulted in staff who are involved and well motivated in striving to make ongoing improvements to their practice, in order to benefit children. Processes of self-evaluation have generally been informal, based on regular discussions, such as at weekly team meetings, however managers have used these to identify areas for development and to inform action plans that prioritise improvements. For example, developing an informative safeguarding handbook for staff and parents, and extending resources that encourage sensory awareness for children. The setting is aware of areas that need to be addressed to further support the needs of individual children. For example, some children attend more than one provider of the EYFS. The setting has not yet made links with these, in order to ensure children receive consistent support; however, this has been identified and prioritised as part of their action planning.

Staff work well with parents to ensure their children's individual needs are known and supported. For example, settling in periods enable parents and children to feel secure and become familiar with key people involved in their care. Where children may require specific support, staff work closely with parents to ensure they have taken appropriate action and are planning effectively to promote inclusion for individual children. Parents receive daily feedback regarding their children's activities, routines and achievements, and notice boards and the prospectus provide up-to-date information regarding children's care, learning and development. Parents have access to the setting's policies and procedures.

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

Children's welfare, learning and development are promoted well. They enjoy a clean and well maintained environment where good daily routines and procedures support their health and safety. Children take part in regular practises of emergency evacuation procedures, and staff talk to them about the purpose of objects such as fire blankets, in order to raise awareness of fire safety. Children

show a good understanding of rules and codes of conduct that support their safety and well-being, such as, ensuring that they do not overcrowd equipment such as climbing frames and slides, showing awareness of potential risk.

Health promotion with children is good. Staff ensure that sickness procedures are shared with parents and implemented effectively, in order to protect children from the risk of illness and cross infection. Good sharing of information with parents ensures that children's individual health requirements are recognised and met. Procedures for the administration and recording of medicines given to children are maintained well and documents are clear and countersigned appropriately. Children learn to manage their personal hygiene needs well and staff are very supportive of children as they begin to develop independence, for instance, as they move from wearing nappies to using the potty or toilet. Older children show a secure awareness of why routines such as washing hands before meals is important; babies have yet to develop understanding but happily hold up their hands for staff to wash at mealtimes, thereby instilling good habits for the future. Children enjoy healthy and robust meals and snacks, and staff ensure there is flexibility with mealtime routines in order to meet individual children's needs. For example, babies' bottles are provided at times that are consistent with home routines, and staff work closely with parents to support very young children as they move from a liquid to solid diet. Mealtimes are used very well to promote children's practical and social skills. They spread their own toast and pour their own drinks, they use appropriately sharp knives to cut their sandwiches and slice fruit. Fresh water is available to children at all times, older children regularly help themselves, and staff ensure that babies and very young children are offered drinks frequently.

Children make consistently good progress in their learning and development, in relation to their individual starting points. Staff plan well to provide a good variety of activities and resources that promote learning in all areas, using a simple and effective system of checks to ensure that all children have a suitable breadth of experiences. They make good observations of children's engagement and participation, and their achievements are clearly documented and evidenced. Staff share information extremely well, which ensures that aims and objectives for individual children are known and promoted effectively. However, records used to monitor children's progress towards the early learning goals do not identify the next steps in learning for all children.

Children are eager and enthusiastic participants who enter the setting keen to begin the day's activities. They enjoy a very good balance of adult-led and child-initiated activities, and staff use their skills well to extend and develop children. For example, children have thoroughly enjoyed working as a group with staff to create a huge nursery Advent calendar. While doing so, they have developed confidence in measuring accurately to ensure that each window is the same size, and that each picture fits neatly; they have used a wide range of media and materials to create designs and pictures that reflect their individual thoughts and ideas. They identify numbers and sequence these correctly on each window, and they have a clear understanding that these represent the days in December running up to Christmas. Babies and very young children are secure and confident, benefiting from the care of consistent adults within the staff team who get to know them

well. This results in their individual development being promoted most effectively through interesting activities. For example, having noted that some toddlers are showing an interest in different textures and materials, staff introduce them to sticky tape. Children are fascinated and enjoy peeling it off the table and feeling it stick to their fingers; they investigate scrunching it into balls and stick the tape onto paper. Children are very confident communicators who are keen to share their thoughts and ideas. Older children link sounds and letters very well, and good use is made of everyday routines to promote children's writing skills. For example, at register time, children write alongside their names on the whiteboard to sign that they are present. Children of all ages learn to use simple sign language as part of everyday activities, such as at register time and when telling stories and singing songs, and they are very competent. They show awareness of signing as an alternative form of communication, which supports their developing understanding of difference and diversity.

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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