

# Bourne Valley Nursery School Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY397174
<b>Inspection date</b>	17/11/2009
<b>Inspector</b>	Carole Argles
<b>Setting address</b>	Bourne Valley Nursery School, Winterbourne Earls, SALISBURY, SP4 6HA
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<b>Type of setting</b>	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.

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

Bourne Valley Nursery School Ltd originally opened in April 2001 and was transferred to the present ownership in 2009. It operates from a converted village school premises in the village of Winterbourne Earls, near Salisbury in Wiltshire. The nursery serves families from a wide local area. There is an enclosed outdoor play area with gardens attached to each room.

The nursery opens five days a week all year round, with the exception of two weeks at Christmas. Children may attend all day between 8am and 6pm or for a variety of shorter sessions. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 94 children aged under eight years. The nursery normally accepts children aged over one year. There are currently a total of 230 children on roll, of these, 145 are in the early years age group. The setting supports children who have special educational needs and/or disabilities.

The nursery employs 26 full- and part-time staff to work with the children. Of these, 19 hold a suitable childcare qualification and the remainder are currently undergoing training.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this inclusive and welcoming provision where they form warm and trusting relationships with the staff. They take part in a wide variety of mainly self-chosen activities that support all areas of their learning and development well. The strong partnerships between the staff, parents and outside agencies help to ensure that the children's individual needs are met effectively. The provider has a clear vision for the future direction of the nursery. Through identifying and prioritising areas for further development, she is continuing to enhance outcomes for the children.

## What steps need to be taken to improve provision further?

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

- look again at the risk assessments and take any action needed to minimise hazards and increase children's safety
- develop the assessment systems further to ensure that staff have a good understanding of all areas of children's learning and development to allow them to plan and monitor their progress effectively
- extend systems for sharing this information about children's learning and development with parents and agreeing ways of working together to support children's learning

## **The effectiveness of leadership and management of the early years provision**

There are clear and efficient management structures in place and the staff are well qualified and understand their roles and responsibilities. Good adult-child ratios are maintained. Consequently, the children are well supported. The policies and procedures necessary to secure their welfare are implemented effectively. There are robust recruitment and vetting procedures to ensure that adults are suitable to work with children. Staff understand how to safeguard children from harm and know what to do if concerns arise. There are effective procedures to minimise the spread of infection and, for example, baby room equipment is cleaned daily. The provider carries out regular risk assessments and takes sensible precautions to minimise accidental injuries. The children are well supervised and staff check the premises areas daily. However, when the office is not staffed, the main building is not fully secure and occasionally staff overlook some risks to younger children's safety. Effective use is made of resources and there is a wide range of good quality toys and equipment. Staff create a well planned and stimulating learning environment. Outdoor clothing is provided so all children can play outside regardless of the weather.

The provider and staff give high priority to inclusion and meeting the children's unique needs. They have established effective partnerships with parents and all outside agencies involved in children's care. Staff visit and liaise effectively with staff at other settings to ensure there is a consistent, planned approach to children's welfare and development. This is particularly effective in supporting children who have specific needs. Parents are well informed about all aspects of the nursery. Daily discussions with staff promote continuity in the children's care and keep them up to date with what their child has been doing. They have ready access to their child's records and can discuss their progress at any time. The provider is currently developing systems to extend parents' involvement in their child's learning.

The provider has successful systems for monitoring and evaluating the effectiveness of the nursery and she involves staff, parents and external advisors in this process. Continued staff development is given high priority and this is achieved through in-house and external training. The provider and her staff are enthusiastic and fully committed to ongoing improvements.

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

Children are happy, confident and show a sense of belonging at the nursery. Consistent staff rotas ensure they form secure relationships with adults working with them. They receive praise, encouragement and recognition for their achievements and develop good self-esteem. Their individual needs are met effectively and staff are flexible, for instance, following the home routines of the youngest children. Healthy and nutritious meals are freshly prepared on site and vegetarian and dairy-free alternatives are available to meet children's specific

dietary requirements.

Children's behaviour is good and they play cooperatively together, sharing fairly and taking turns. They show care and consideration for others and enjoy driving their friends on the 'taxi' bike. Staff skilfully use distraction to a more purposeful activity should a child shows any signs of unwanted behaviour. Children are encouraged to be accepting of others. They find out about the cultures and beliefs of people in their community and the wider world. They have recently celebrated Diwali through stories, cooking and creative activities. Responsibility and self-reliance are promoted throughout the nursery. Children help care for the pets, talking about good hygiene as they help clean out their run. They learn to dress themselves independently; the youngest children take off their boots and undo zips when removing outdoor clothing. Children make many decisions, choosing whether to play inside or out and when to eat their snack. Older children understand good hygiene routines and go unprompted to wash their hands before eating.

The children take part in a balance of adult-led and child-initiated activities. They follow their own interests, selecting toys and resources independently. Staff observe the children as they play to assess their achievements and to learn about their current interests. They use the information gained to monitor and record their progress and identify the next steps in their development. Most staff know their key children well. This allows them to plan resources and learning opportunities that are matched effectively to individual needs and challenge children appropriately. Therefore, they make good progress. However, some staff do not have a secure knowledge of all aspects of their key children's development and therefore cannot be sure that they are making consistent progress in these areas. Occasionally, adult-led activities are not adapted to take account of the differing abilities of groups of children.

Children enjoy what they do and often show sustained engagement in activities. They learn many skills that will help them in their future lives and are encouraged to adopt healthy and active lifestyles. They develop good communication skills and there is plenty of conversation between adults and children. Makaton signing is used throughout the nursery to aid communication and promote the inclusion of all children. Staff ask children questions to extend their thinking and learning as they play, for example, encouraging them to predict and compare the size footprints two dinosaurs will make. Children explore and investigate a wide range of materials and find out about nature. They take part in many cooking activities sometimes using fruit and vegetables they have grown. They find out about healthy eating and are reminded that fruit and milk help them grow big and strong. They learn to consider the effects of their actions and how to keep themselves safe. They have talked about fire safety during play based on their interest in fire officers. Excellent use is made of the outdoor areas including the large sand pits. Children use tools, skilfully smoothing the sand 'mortar' to join the bricks to build a wall. They solve problems, realising that they can wash sand from a surface more easily than scraping it clean. They develop good control and coordination of their movements using a wide range of physical play equipment.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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