

Bungalow Day Nursery

Inspection report for early years provision

Unique reference number	EY392322
Inspection date	11/11/2009
Inspector	Susan Elaine Heap

Setting address	132a Ashton Road, Denton, MANCHESTER, M34 3HR
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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

Bungalow Day Nursery Limited has been under the current ownership since 2002 and became a limited company in 2009. It is one of two nurseries owned by a private company. It operates from a single-storey building, which enables easy access. The nursery is located in the Denton area of Tameside, close to the motorway network and shopping centres. Children are cared for in six rooms and have shared access to enclosed outdoor play areas.

The nursery is open each weekday from 7.30am to 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register. A maximum of 49 children in the early years age range may attend the nursery at any one time. There are currently 77 children aged from birth to under five years on roll, some in part-time places. The nursery also offers four places for children aged between six years old and eight years old. This provision is registered on the Early Years Register and the compulsory part of the Childcare Register.

There are 12 members of staff, all of whom hold early years qualifications to at least level 2. There are 10 members of staff who hold early years qualifications at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a well-developed knowledge of each child's needs which ensures that they successfully promote children's welfare and learning. Children are safe and secure and enjoy their learning, fully participating in the good range of activities provided for them. The partnerships with parents, local schools and other agencies successfully ensure that the needs of all children are met. The whole staff team are enthusiastic and committed to improvement through self-evaluation and reflective practice. This means that priorities for development are realistic, successfully identified and acted upon, and improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to monitor the observation, assessment and planning systems to ensure each child's next steps in their learning and development are identified and met
- develop the systems for parents to review their children's progress regularly and contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

Children are well protected because staff are fully trained in safeguarding and show a secure knowledge and understanding of the procedures to follow should they have any concerns. Staff are deployed well throughout the setting, enabling children to benefit from good levels of care and support with staff who interact warmly with them and ensure their safety. Thorough risk assessments are completed on a daily basis of children's individual rooms which ensure any risks are successfully identified. Staff have a secure knowledge and understanding of how to maintain children's safety on outings in the local community. Robust recruitment, selection and induction procedures are implemented to ensure the suitability and qualification of staff looking after children. As a result, children's safety is given utmost priority.

The staff team are fully supported by the owner and manager to develop their skills and knowledge through accessing a variety of training courses. As a result, they feel valued, become reflective practitioners and are enthusiastic in putting their new knowledge into practice to benefit the children in their care, such as the introduction of Sam, an empathy doll, or developing children's mathematical skills. The staff and resources are deployed effectively throughout the nursery to fully support children's individual learning and development and their safety.

Self-evaluation systems demonstrate that the management team and staff have a very good understanding of the strengths of the nursery and areas for improvement are successfully identified and targeted. Parents are involved in this process through the completion of an annual questionnaire and their comments are acted upon. For example, the development of the outdoor play area to provide further interest and challenge to children. Most aspects of partnership working with parents are very successful, such as identifying children starting points, and sharing information about children's daily activities verbally on a daily basis. However, systems to fully involve parents in sharing their children's progress and contributing to their learning and development are not fully developed. Times of transition are handled sensitively and particularly well and are a key strength of the setting; as children move from room to room within the nursery. Close liaison with the local schools ensures that children are given opportunities to meet their new teachers in the nursery setting. This enables children to feel safe and confident and build new relationships in a safe and comfortable environment.

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

Children engage in a wide variety of activities designed to stimulate their interest and challenge their learning. For example, all children are able to access a wide variety of sensory experiences, such as exploring shaving foam or spaghetti, or natural materials in the treasure baskets. The observation, planning and assessment systems successfully link children's individual interests to the six areas of learning and show a good balance of adult and child-initiated activities.

However, sometimes not all observations are carried through to the planned activities for some children. As a result, there are some minor gaps in the planning and children's learning.

Each child is valued and included. This is achieved through staff actively promoting inclusive practice through recognising each child's individual needs and preferences, and through the celebration of different festivals, such as making samosas for the Eid party. Staff interact well with the children and the key person system enables them to build close and meaningful relationships with the children in their care. For example, children sit with their key person to eat their lunch, which promotes their social, language and communication skills. Pre-school children successfully develop their independence skills and learn about their own needs: they pour their own drinks, serve themselves at lunchtime and learn about portion control. Staff caring for younger children mirror and mimic the babbling sounds they make, giving them good eye contact especially when feeding. All these successfully help to develop children's skills for the future.

All children have access to fresh air and exercise on a daily basis either in the garden using a variety of equipment, such as wheeled toys or climbing frames or going for walks in the local community. Children particularly enjoy joining in music and movement activities, stretching high and low or moving backwards and forwards. Pre-school children learn about nature and the world around them through interesting activities, such as making bird feeders. They go on bird hunts in the garden, carefully marking the number of and names of the birds they have seen on a clipboard. On their return indoors they use reference books to find out more information, and learn new words, such as migration. Children are engrossed in their activities as they play with rolling pins, cutters and play dough; they roll and pinch, pull and stretch the dough, and concentrate as they measure and pour sand using a variety of tools and equipment.

Children show that they feel safe and are confident in their surroundings. They follow simple instructions to keep themselves safe as they help to tidy up at routine intervals, and are encouraged to take safe risks when climbing on soft play toys or on the outdoor equipment. For example, staff give them reasons why it is dangerous, reminding them that the climbing frame is wet, their shoes are slippery and muddy, and they may fall. Staff closely supervise and support them at all times.

Children behave well because they are encouraged to respect each other and value each other's differences and needs. This has been successfully achieved through the introduction of Sam, the empathy doll. For example, when Sam wears glasses or a plaster, they talk about the reasons why and explore how he might feel. Children regularly offer support to one another, such as when completing a jigsaw, they ask 'Where does this one go?' 'Have you got the piece that goes there?'. They then look for the pieces together. Staff regularly acknowledge children's achievements through the use of verbal praise. As a result, children develop their confidence and self-esteem, proudly displaying what they have made with the bricks, saying 'Look! I have made a castle'.

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	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	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