

# Broadstone Christian Nursery

Inspection report for early years provision

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**Inspector** Maria Lumley

**Setting address** 161 Lower Blandford Road, Broadstone, Dorset, BH18 8NU

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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.

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**

Broadstone Christian Nursery opened in 1990 and is based in a purpose built extension adjacent to the proprietor's home in Broadstone, Dorset. The nursery is privately owned and is open 48 weeks of the year, Monday to Friday, from 8.00am to 6.00pm.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered for a maximum of 14 children aged two to under eight years. There are currently 33 children on roll, all are in the early years age range. Children attend for a variety of sessions, with a few children attending for a full day. The group support children with special educational needs and disabilities and children that are bi-lingual.

The children are based in a compact play room with toilet facilities, which is used as the main accommodation, with an extra room and toilet in the proprietor's home used as necessary. Children have access to outdoor play facilities that are securely fenced and laid to paving and safety bark, with a range of large scale equipment set out.

The nursery owner holds an NVQ 3 in childcare and education and is currently working towards gaining a foundation degree in early years. She employs a qualified deputy who has an NNEB qualification and is also working towards gaining a foundation degree in early years. They are supported by three other members of staff, all of whom hold a recognised childcare qualification.

Support and curriculum advice is given to the nursery by the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development due to committed staff who successfully implement the Early Years Foundation Stage (EYFS) framework. Highly skilled and motivated staff provide a vibrant, child-orientated and very welcoming environment, in which all children and their families feel highly valued and fully included. Excellent links with parents, local schools and the community provide a valuable resource to ensure that staff have an in-depth understanding of children's needs. Systems to self-evaluate the provision are comprehensive, ensuring that priorities for future development are promptly identified and acted on, resulting in a service that successfully builds on the existing provision already in place.

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

To further improve the high quality early years provision the registered person should consider:

- improve the routine of the day to ensure that children have time to complete activities.

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

All documentation, including an extensive range of detailed and well written policies and procedures, contribute to providing an excellent environment to safeguard children's well-being and safety. All staff have completed child protection training and the manager fulfils the role of designated person for the protection and safeguarding of children. Rigorous recruitment, vetting and induction procedures are in place to ensure that children are cared for by suitable, highly qualified staff who confidently carry out their roles. Staff work exceptionally well together, exemplary organisation, planning and communication between all ensures that roles and responsibilities are clearly defined. New staff are mentored by existing staff who support them during their probationary period. This actively contributes to the smooth running of the setting and provides children with stability and a sense of security. Detailed risk assessments are carried out each day to ensure the environments, both indoor and outdoor, are safe and all unannounced visitors sign in a register. The manager has recently implemented a detailed risk assessment for all planned visitors, such as landscape gardeners, which further ensures children's safety.

The manager provides outstanding leadership and management and is proactive in working with the staff, children, parents and local authority to collate their views of the provision. This information is used exceptionally well to identify areas for improvement. For example, the manager is currently making further improvements to the well designed outdoor area, incorporating a soft play area, enabling children to experience outdoor play on a variety of textured surfaces. All recommendations from the last inspection have been resolved, showing a further commitment to improvement.

Excellent working relationships are maintained with parents, carers and other agencies, which result in children's unique needs being consistently well met. A consistent and determined effort to ensure that parents feel valued and able to contribute to their children's learning is highly effective. For example, newsletters, emails and sharing of children's learning journeys give parents information about what their children are learning and how they can actively support them at home. Ongoing written, verbal and photographic communication provide parents with a wealth of information about their children's care, welfare, learning and all aspects of the setting's practice. Parents are welcomed into the setting and they report that they value highly the exceptional level of care and education their children receive. 'Fun days' for the whole family provide effective social occasions to continue to build relationships and include parents. Partnerships with schools that children will be attending are equally beneficial and highly successful in ensuring that valuable information about children's learning is shared effectively and that the transition from nursery to school runs smoothly for all children. Children with additional needs are extremely well supported.

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

Children relish their time at the setting. They enjoy affectionate, sensitive and caring relationships, with staff who know them extremely well and inspire them with their own enthusiasm. This means that children are developing high levels of self-esteem, becoming extremely confident, self-assured and highly motivated to learn. Children are extremely well supported in their learning, through the staff's excellent knowledge of how to successfully implement the EYFS. Because of this, children are making rapid progress towards the early learning goals. Children's interests are taken into account in planning and many activities are directly developed from what children have shown an interest in, thereby ensuring all children receive enjoyable, challenging experiences. For example, a child shows an interest in planes and staff provide them with various planes, a book titled 'Amazing aeroplanes' and paper and pens on which they draw a runway. This captures the child's interest and several of their friends join them. They talk about 'The Red Arrows' and countries they have visited, one child saying, 'I went to Cyprus.' Observations and assessments are rigorous and provide a clear outline of how staff will move children forward to the next steps of learning.

Children are developing very good physical skills as they use the exceptionally well resourced outdoor area in all weathers. They ably pedal bikes and change speed and direction to avoid collision. When a child is in the path of another child they say, 'Excuse me, please can I get past'. Children show great care and consideration towards each other. For example, when a child falls whilst using a scooter, their friend calls out, 'Be careful, don't hurt yourself'. Children's manners are exemplary at all times and they are familiar with rules and expectations of their behaviour.

For example, when the five minute sand timer runs out the children stop their play and tidy away.

However, on occasions this timing disrupts some children who are absorbed in their play. When children return from outdoor play they talk about changes in their bodies, a child takes off their hat saying, 'I'm all sweaty'. Children benefit from healthy snacks and constant access to drinking water, which ensures they keep well nourished and hydrated. They show exceptionally high levels of independence as they slice fruit and wash up plates and bowls when they have finished using them.

From an early age children are introduced to mathematical problems at everyday activities. For example, counting the number of children present at circle time. They confidently compare size as they slice banana, using language including small, big and biggest. Children demonstrate exceptionally good skills as they use the computer. They confidently select favourite programs and navigate around the monitor using the mouse. Children particularly enjoy using the recycling programme where they select metal, wood, glass and plastic items and deposit them in the correct areas. As children use the computer they show very high levels of concentration as they focus on the task.

Children are confident speakers and they use language to communicate their needs and express their views. They confidently and enthusiastically hunt around the room to find the letter of the day, 'O' and find this numerous times in lettering on furniture and resources. A child points to the circular rug and says, 'There's an O'. Staff offer children high levels of praise in recognition of their achievements saying, 'You are so clever', and 'I am so pleased with you, well done'. This builds children's self-esteem and confidence. As two children play outside they show exceptionally good imagination, one child saying, 'There's a hole in the road, I need to mend it'. They position cones across the path whilst they 'dig up and repair the road', saying 'dig, dig, dig, mend, mend, mend' as they work. When they have finished they remove the cones and allow 'traffic' to pass.

Children are exceptionally well informed about dangers and take on the role of safety monitors. They wear luminous jackets and take clip boards with laminated pictures of hazards around the environment to ensure there is nothing dangerous. They make marks by pictures of shut gates and clear steps to indicate that all areas have been checked. Prior to outings older children walk the routes to venues and take photographs of hazards such as bill boards and roads. Staff help the children to transfer these images onto the computer. The children then deliver a safety presentation to their younger friends.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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