

Badgers Bridge

Inspection report for early years provision

Unique reference number	EY395128
Inspection date	10/12/2009
Inspector	Jenny Kane

Setting address	The Street, Postling, Hythe, Kent, CT21 4EU
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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

Badgers Bridge was registered in May 2009. It operates from the village hall in Postling. There is access to a secure enclosed outdoor play area. The provision is accessible, with wheelchair facilities and car parking to the front of the building.

The nursery is open Monday to Friday between 9am and 3pm during term time. The group serves the local area and surrounding area. Children attend for a variety of sessions. The staff provide a flexible service which incorporates some of the Montessori principles.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children over the age of two years may attend at any one time. There are currently 26 children on roll in the early years age group. Of these, 16 receive funding for nursery education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Three managers, one of whom is the childcare manager, privately own the nursery. The childcare manager has Early Years Professional Status. There are six members of staff working directly with the children. Of these three hold appropriate early years qualifications and three are working towards a qualification. They receive support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in the Early Years Foundation Stage (EYFS) because staff have a good knowledge of children's individual needs and support them very well, making their time in the nursery challenging and fun. There are effective systems in place for planning, observation and assessments and this helps staff to identify children's next steps. Strong partnerships and close working with parents and others, helps maintain good continuity of care. Successful self-evaluation, along with clear aims and ambitions, ensures managers and staff are all fully committed to improving the provision further.

What steps need to be taken to improve provision further?

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

- develop the layout of the environment to support and extend children's development and learning
- continue to develop systems for sharing information with parents about their children's development and progress.

The effectiveness of leadership and management of the early years provision

All adults working with the children are clear about their roles and responsibilities regarding child protection and safeguarding the children in their care. They work to a clear policy, which is in line with the Local Safeguarding Children Board procedures and is shared with parents. Risk assessments are effective and reviewed regularly. Staff carry out daily checks of the equipment and all areas used by children to assess and eliminate risks. The record keeping and administration is very well organised because one of the managers takes on the role of administrator. All mandatory documentation is in place and stored securely. Children's records are confidential, shared appropriately with parents and are used to ensure each child's individual needs are met.

Staff have established strong partnerships with parents and carers. They have a positive approach to maintaining relationships with other providers, for example, several local schools. Parents are provided with good quality, clear and very well produced policies and information about the setting. These reflect the EYFS, thus ensuring parents have sufficient information to support their children's learning and development. Communication, both verbally and written, is effective in promoting children's well-being. Parents are very happy with the service provided and make positive comments.

The steps taken by the setting to evaluate the provision are good. The staff and parents are encouraged to contribute their views and ideas. Managers recognise the value of assessing the quality of the service and identifying areas of strength and weakness. The managers are very committed to developing their service and have clear ambitions. They each take responsibility for different aspects of the provision; they support their staff well and include them in decision-making. This good support ensures the supervisor and staff are able to spend all their time working with the children. Consequently, the team work very well together.

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

Managers and staff have a sound knowledge of the EYFS. The childcare manager is passionate about good childcare practice. She works closely with her supervisor and staff to plan a very good balance of interesting and stimulating activities for the children. Children have close relationships with the staff who show them respect and treat them according to their individual needs. Staff have a good knowledge of their backgrounds and they take into account children's individual capabilities when planning activities. The key worker system works well in practice and really benefits the children. This, along with staff's good understanding of each child's developmental stage, ensures the children make good progress in all areas of learning. The staff carry out regular observations of their key children and use their findings to plan challenging activities for individual children. Each child has a development folder, which begins with 'my unique story'. These folders hold a lot of useful and evaluative information. Although they are available for parents,

some look at these infrequently. However, the verbal communication and discussion are excellent and consequently, parents readily share information about their children.

Staff have a flexible and relaxed approach to organising the routine. Children are fully involved in making decisions and choices about what they do, they move about in a purposeful way and they engage well in their chosen activities. They share and cooperate well, have a clear sense of belonging and are polite to others. As a result, their behaviour is very good. When it is time to clear up staff give children a three minute warning. All children happily help to tidy up, putting toys into boxes and carrying items to the shelves. Many resources have labels helping children to recognise the written word. However, some of the work displayed is too high for the children to see. There is a lack of furniture to section off the areas which results in the environment being rather disorganised. Children have good opportunities to develop their communication, literacy and numeracy skills. For example, when children arrive they self-register by finding their name cards. There is a good supply of books and children use the reading area frequently. Children are making a textured number display. They have fun using lentils and sand to decorate individual numbers. One child takes the number seven he has just made and tries to fix it to the wall after the number six. Staff are quick to help him and this extends his learning.

Staff take positive steps to encourage children to learn and understand about their own safety. During the inspection, children walk to the nearby church to practise their carol service and play. After dressing themselves in warm clothing, they leave the building, remembering to hold hands and walk together. When they get to the road, they wait and sing a special song about stopping, looking and listening, before crossing. This is obviously a routine they know well. All children enjoy the outing, chatting to staff and their friends about what they see along the way. When they get to the gate staff remind them about taking care on the mud. One child points out the weather vein, saying it looks like a chicken. Staff explain it is there to tell which way the wind is blowing. When leaving the church, one child has the big key to lock the door. On the walk back one child picks a bit of the hedge and staff explain about the need to wash his hands when returns, which he remembers to do.

There are excellent opportunities for children to engage in physical activities on a daily basis. Walks, outdoor play and 'Badgers in the Woods', contribute greatly to children's understanding of staying healthy. Children have free flow access to the garden, which has a lovely outlook. They watch sheep, cows and horses, and children state they sometimes spot herons and other birds. In the garden children manoeuvre about safely and make full use of the range of equipment.

'Badgers in the Woods' is a forest school which is unique to this nursery. Children play and learn outdoors in a natural environment where they climb, build, discover and explore. These sessions are organised on a regular basis and operate all year round. Children wear all-weather suits and stout footwear. Staff ratios are high, they are well organised and they thoroughly risk assess the chosen area beforehand. This means that children can safely climb on branches, negotiate slopes and enjoy the freedom to investigate and learn whilst having a great deal of

fun.

Children are developing healthy eating habits and make choices at meal and snack times. They receive nutritious, freshly cooked meals prepared by the staff using fresh ingredients. Staff have attended food hygiene training and share the tasks of preparing the food. Children sit together with staff at meal times and this is a lovely social time. They enjoy jacket potatoes, helping themselves to cheese and sweet corn toppings and salad from the dish. Drinks are readily available and children help themselves to water from the jug. Children learn the importance of good hygiene practices. For example, when it is time for lunch children automatically go to the toilets to wash their hands. Staff maintain accident and medication records and have a clear sick child policy, first aid resources are ready to hand and the majority of staff hold current first aid certificates.

Children have equal access to a very good range of play materials, some of which reflect diversity and positive images. They gain an understanding of the wider world through various topics, discussion about what they see around them, nature walks and outings in the local community. Staff have a good awareness of equality issues and a very positive attitude to inclusion. They are experienced in, and have a good understanding of, caring for children with a range of individual needs and are confident in providing full support to all children and their families.

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	1
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