

# Baby Bugs Nursery

Inspection report for early years provision

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**Unique reference number**

EY343065

**Inspection date**

02/03/2010

**Inspector**

Lynne Stephanie Bowden

**Setting address**

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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

Baby Bugs Nursery is a privately owned nursery. It was registered with this owner in 2006 and operates from a detached single storey building. It is situated in St Austell, Cornwall. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am until 6.00pm, for 50 weeks of the year. The setting is registered on the Early Years Register for a maximum of 30 children in the Early Years age range, six of whom may be under two years old. The setting also takes some older children. There are currently 54 children, aged from birth to five years, on roll, including some with English as an additional language. Some children also attend other providers of the Early Years Foundation Stage. Children come from a wide area. The nursery employs seven staff and of these, over half hold appropriate early years qualifications. Two members of staff are working towards a qualification. The setting receives support from an advisory teacher from Cornwall Council's Children, schools and families directorate. They are also members of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, happy and secure at this welcoming setting. Staff plan and provide a wide range of activities which interest children and promotes their learning and development. Children with English as an additional language receive some support. Parents are informed about the provision and their children's achievements. The setting works effectively with other providers to support transition. The setting has begun to identify some of their strengths and weaknesses and has clear plans in place to support future improvement.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment for all children (promoting good health) 16/03/2010

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

- establish systems to increase the involvement of parents in establishing their children's starting points and identifying future targets for their progress and to liaise with other providers of the Early Years Foundation Stage to promote children's progress and continuity of care
- develop ways of embracing and valuing children's home languages and cultures to promote inclusion and celebrate diversity
- develop systems to evaluate the effectiveness of planned activities and

ongoing improvements.

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

Children are safeguarded by the effective recruitment and vetting procedures which ensure that children are cared for by suitable and qualified staff who attend training to update their knowledge and practice. The comprehensive safeguarding children policy is effectively implemented by staff. The premises are very secure with systems in place to monitor visitors. Regular fire drills are carried out so that children and staff become familiar with them. Equipment is serviced regularly and comprehensive risk assessments are carried out to keep the environment safe. The setting has a full set of policies and procedures which are readily available to parents. These include the policy to seek emergency medical advice or treatment. However, a change to the documentation used has meant they have not yet obtained written parental consent for this for all of the children attending. This is a breach of the welfare requirements.

The provision has taken steps to effectively address weaknesses identified at a previous inspection. For example they now organise regular fire drills to ensure that children are familiar with them and observation and assessment systems have improved. Their self-evaluation is generally accurate and identified areas of weakness have either been addressed or plans are in place to do so. However, there is no ongoing system to evaluate the effectiveness of planning and activities provided in order to enable staff to build on their experiences. Clear and comprehensive observation records show each child's progress and now includes children's next steps.

Staff ensure that children have routine access to a range of resources that present positive images of diversity so that they become aware of, and learn to respect and value, diversity. However, diversity in the form of children's home languages and cultures is not evident and celebrated routinely in the setting.

Staff have developed very good relationships with parents, they are welcoming and approachable and share information with them through informal feedback each day. Children's learning journeys are readily accessible to their parents. When children start at the setting, their parents are asked for general information about their child's routines, likes and dislikes, to help staff meet their needs. However, they are not involved in planning for their progress and education, for example being asked about their child's level of development or consulted about their next steps, either initially or as they progress through the provision.

The setting works effectively with other agencies to meet children's needs and to support children's transitions between providers. However, they have not established a system to share information with other providers of the Early Years Foundation Stage that children attend alongside them.

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

Children make good progress in all areas of learning. They are interested in the range of activities and resources available to them. Routine activities are used by staff to enable children to practise and develop their skills purposefully. For example, children find their own names at lunch time. They develop independence as they dress themselves in readiness for outdoor play and take themselves to the toilet and wash their hands with minimal prompts from staff. They learn about the environment as they enjoy their outdoor play and have opportunities to learn about how food grows through plants provided by involved parents.

Daily access to the outdoor play area enables children to enjoy the fresh air and develop their confidence and physical strength as they enthusiastically steer wheeled toys around and manoeuvre through and under apparatus. They also count with purpose as they play outdoor games. They develop their imaginations, with support from staff, when they choose which animal to be as they wriggle or slither through tunnels. Children thoroughly enjoy looking at and exploring books and learn that print has meaning, listening with concentration as adults read stories to them. Children develop coordination and rhythm as they explore and use percussion instruments.

Babies and young children are happy and secure in the baby room. They confidently express their wishes through gestures and attempts to vocalise and staff are responsive to this. They begin to develop their physical skills by, for example, rolling over, crawling and walking in a safe environment. They thoroughly enjoy exploring a variety of materials and media, with encouragement and support from adults.

Staff minimise the risk of cross infection by following good hygiene practices and encourage children to wash their hands appropriately. Babies are protected from the risk of infection by the provision of fresh bedding and are able to sleep in comfort in the cots provided.

Children are polite and well behaved and, given their ages, manage to share their toys good naturedly. They respond to the staff's calm manner and consistent application of behaviour management strategies. Their ability to cooperate and behave appropriately equips them with skills for their future well-being.

## 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 | 3 |
| 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### 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