

Budbrooke House Childrens Nursery (Warwick) Limited

Inspection report for early years provision

Unique reference number	200542
Inspection date	15/03/2010
Inspector	Teresa Marie Taylor
Setting address	Styles Close, Hampton Magna, WARWICK, CV35 8TP
Telephone number	01926 495514
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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*.

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Description of the setting

Budbrooke House Children's Nursery was registered in 1995 and is one of two settings run by the same provider. It operates from four rooms in purpose built premises adjacent to Budbrooke School in Hampton Magna. A maximum of 40 children may attend the nursery at any one time. The nursery is open each week day from 8.00am to 6.00pm for 51 weeks of the year. Children share access to a secure enclosed outdoor play area.

There are currently 48 children in the early years age group on the roll. Of these, 30 receive funding for early education. Children attend for a variety of sessions. The nursery is able to support children with special educational needs and/or disabilities and those for whom English is an additional language.

The nursery employs 12 staff. Of these, 11 hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy and settled in this child-centred environment where they feel safe and supported by the staff. Children are provided with an excellent range of play activities which ensures they are progressing very well in all areas of learning. All staff have an excellent understanding of the Early Years Foundation Stage and actively encourage parents to be fully involved in all aspects of their child's care and learning. The well-organised planning, assessments, self-evaluation systems and excellent commitment to continuous improvement significantly enhance children's learning and development, especially as parents are fully involved in these processes. Children's uniqueness and individuality is recognised and managed exceptionally well. Well-written policies and procedures securely underpin the nursery practice and all are shared with parents, however, not all consents are clearly recorded. Effective partnerships with parents, external agencies and other settings ensures information relating to individual children's progress and needs is shared effectively and consistently.

What steps need to be taken to improve provision further?

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

- reviewing the staffing arrangements during meal times
- reviewing the wording of parents consent to seeking emergency medical treatment or advice.

The effectiveness of leadership and management of the early years provision

The nursery staff have a strong commitment to safeguarding and are very well informed about procedures to keep children safe. Robust recruitment procedures provide additional protection for children. All required policies and documentation for the effective and safe running of the setting are written, well organised and copies provided for parents. However, the way in which consent is recorded for the seeking of emergency medical treatment or advice could be open to misunderstanding. The staff successfully promote all areas of equal opportunities and inclusion, ensuring children are given a broad understanding of the wider world. The indoor and outdoor environments are subjected to thorough risk assessments to ensure any potential hazards to children are minimised or removed. Children's knowledge of safety is significantly enhanced as they are provided with clear information and undertake activities to support their understanding.

The staff have a very clear vision for the future of the nursery and improvements to their practice. They undertake additional training on a wide range of topics in order to continually develop their practice and significantly improve outcomes for children, this enables children to develop holistically and to their full potential. Staff are proactive in obtaining the opinions of both parents and children and include their wishes and ideas in planning to ensure the best possible care and learning opportunities are provided for the children. Children are involved in the formation and alteration of the nursery rules which gives them an excellent sense of belonging and increases their self-esteem. The nursery appropriately addressed the recommendations from the last inspection so better use is now made of observations and assessments to inform the next steps for all children, parents are more fully involved in all aspects of their child's care and learning and the complaints policy has been updated to provide current information for parents. Communication both with parents, external agencies and other settings the children attend are a strength. Parents have access to daily diaries, daily discussions, children's individual learning journey folders, planning and a wealth of information on the Early Years Foundation Stage which ensures they are fully aware of all aspects of their child's day. The staff have developed good relationships with other providers ensuring that children's individual care and learning needs are shared appropriately and met effectively.

Staff actively promote the uniqueness and individuality of each child. They provide age-appropriate activities and a wealth of resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. The involvement of children in planning encourages them to be proactive in their own learning and begin to identify their own learning and development needs. All children and families are highly valued. Parents are provided with regular questionnaires encouraging them to take an active part in the setting. Recent comments from parents included the following; 'children are very happy', 'a different child since being here', 'staff very open and informative', and parents were clear that they valued the boomerang books, the home/nursery diaries, the

invitations to join the children on nursery outings and attending the nursery's Christmas play.

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

Children make excellent progress as they enjoy a wide range of stimulating and enjoyable activities. They are very settled and relaxed and are given a high level of support that ensures that they develop fully as individuals. Well-organised planning ensures children are provided with an superb range of creative learning experiences which keep them involved, motivated and eager to learn. Clear information is gained about children's starting points and carefully undertaken observations and assessments of children's progress ensure all aspects of children's needs are met successfully.

Children are very confident when exploring the environment both indoors and out. They play a full and active role in their own learning, make choices and decisions with the staff responding positively to child led activities. A wide range of experiences and resources help them to understand the wider world as they explore the natural environment, discuss other cultures, abilities and disabilities, celebrate festivals and have a wide range of books, resources, posters and displays in languages other than English. They are given clear rules about how to treat each other and the nursery rules are displayed and regularly discussed which ensures children develop self-esteem, understand each other's limitations and know how to behave. They freely express their feelings, ask for help when they need it and willingly share. Children play both independently and together and this helps them to develop skills for their future. They make excellent progress in their communication, language, problem solving and number skills as they enjoy a range of challenging and exciting experiences. For example, while negotiating an obstacle course children had to balance, step across logs, collect balls and choose high, medium or low hoops to throw the balls through. Staff promoted children's language as they talked about the different stages of the activity and how it could be changed. Children extended the course and explained how they would walk around some obstacles and step through others. At another activity using play dough, children made sausages. The staff member then asked the children the size of their sausages, big, small, fat, thin. This activity was supported by laminated cards of the song 'five fat sausages sizzling in a pan'. Children had frying pans for their sausages and counted down and up when sausages were removed, how many in the pan, how many taken out. Children relished this activity as they 'popped' and 'banged' at the appropriate times. During the snow children explored the snow and found words to describe it, for example, cold, wet, white. They also filled different sized containers with water on one day and collected them the following day and observed what had happened to the water. Planning includes resources to be used and a resume of the effectiveness of the activity. Children are actively encouraged to access books, sing songs and repeat favourite nursery rhymes. Children develop good early technology skills as they independently use computers, printers and story tapes. They learn about letters and the written word through the staff's excellent use of phonics and the extensive labelling used throughout the nursery.

Children have a strong sense of belonging in the security of the nursery. They show they feel safe and are confident in sharing their news and art work with the other children. They show their understanding of keeping themselves safe through their good behaviour, consideration of each other and show they understand safety rules as they play in the superbly equipped outdoor play area. They are protected when on outings and trips because they understand road safety rules and the staff makes sure, through thorough risk assessments, that the places they visit are safe and appropriate environments. The staff supports children's understanding of personal safety through well planned activities, for example, people that help us, good displays and frequent discussions. Regular fire drills ensure children can safely exit the building should the alarms sound.

The staff uses the Forest Schools principal during outdoor play which provides children with excellent opportunities to explore, climb and forage in the undergrowth. The staff extend children's understanding of healthy eating by discussing the foods they are eating at free flow snack time and during meals. However, the organisation of meal times means some children have fewer opportunities for discussion. Children know healthy food makes them grow and become strong. Children sow, care for, collect, prepare and eat a range of fruits and vegetables which gives them first hand knowledge about food and where it comes from. Children's general good health is promoted as they make the most of the fresh air and outdoor play is an integral part of every day with any and all activities available for use outdoors. The nursery ethos of 'if you can do it indoors you can do it outdoors' is actively promoted and excellent in practice.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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	2
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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