

# Glitter-Bug's Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY401051
<b>Inspection date</b>	24/05/2010
<b>Inspector</b>	Barbara Walters

<b>Setting address</b>	Newtown Cp School, Newtown, TROWBRIDGE, Wiltshire, BA14 0BB
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<b>Telephone number</b>	01225774647
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**Email**

<b>Type of setting</b>	Childcare on non-domestic premises
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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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**

Glitterbugs Nursery is a privately owned nursery held in a mobile in the grounds of Newtown Community Primary School, Trowbridge, Wiltshire. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered for a maximum of 20 children with not more than 16 being in the early years age group, and not more than four may be under three years. There are currently 27 children on roll in the early years age range. The setting currently supports children with English as a second language and children with special educational needs and/or disabilities.

The nursery provides both day care and a breakfast club before school as well as after school and holiday care for school-aged children. The nursery is open from 7.30am to 6.00pm on weekdays in both school holidays and term time. The owner/manager holds an Early Years Foundation Stage degree in early years childhood studies. Two further members of staff hold at least a level 2 qualification in child care.

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

Overall the quality of the provision is good.

Children's needs are well met as staff are considerate of their individual needs and ensure they are happy and relaxed. The manager demonstrates an ongoing commitment to work towards constant improvements in the setting for the benefit of the children. Staff create a stimulating environment and support children's learning well so they make good progress in their development. A good partnership with parents and others who support children contribute to children's care and wellbeing.

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

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

- further develop ways for children to enjoy outdoor play whilst remaining protected from the sun.

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

The nursery has a secure understanding of safeguarding children. All staff and volunteers are checked and systems are in place so only staff work unsupervised with children. The designated member of staff has attended child protection training and has a common sense approach to child protection. Staff have a suitable knowledge of how to promote children's welfare. For example, detailed records are maintained of children's accidents in the home and when they are attending the setting. Some risk assessments are in place to help contribute to

children's safety and staff take steps to minimise any identified risks. Children are well supervised when they go on outings and systems, such as wearing wrist bands, help to keep them safe. Sun-cream is applied before children take part in outdoor activities. However, children's wellbeing is not fully promoted as they play in the outdoor play areas without full protection from the sun.

The manager has various systems in place to self-evaluate. She has made a good start to her nursery business and demonstrates a commitment to the development of the provision. The group are in the process of completing the Bristol Standards self-evaluation and have implemented well thought-out improvements since registration. For example, the outdoor play area has been developed to help children to make progress across all areas of learning and the daily planning records have been revised. Staff are successful in providing a service that is inclusive for all children. Activities are based on the interests of the children and each child is recognised as unique with their own particular needs. Staff have a positive attitude towards diversity. Children become aware of their own and other cultures and ways of living, through a range of resources and activities they enjoy.

Children's welfare is promoted because the relationships with parents are open, friendly and professional. Parents feel very welcome in the nursery and their wishes concerning the care of their children are respected. Staff communicate with them at the beginning and end of each day to keep them informed about their child's day. This enables them to share information about their children's progress and help them feel part of the group. Regular newsletters and an informative notice board keeps parents up-to-date with changes within the setting. The group has developed good links with others who also support the children who attend the setting, which ensures that all children are equally supported and their diverse needs are met. Good links with the school help the children to gain a good sense of continuity and belonging.

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

Effective settling procedures, such as warm reassurance from staff, enable new children to settle into the nursery very effectively. Children are happy and motivated and make good progress in their learning. They spend their time purposely in play and are challenged by the staff, who extend their play and keep them interested and stimulated. Children enjoy an attractive and well laid-out range of activities and play opportunities, which support all areas of learning. Resources are well displayed at child height which supports children's self-selection of play opportunities and builds on their growing independence. Children develop their creative skills when they design patterns with sponges, paints and buttons. They use their imaginations well and make sense of their world by making dinner in the home corner and by fixing faults on the computer. They begin to understand where our food comes from by taking part in a planting activity, gently re-potting the seedlings so not to hurt the roots, and watering the soil to keep it healthy. They delightfully take their finished plants into the greenhouse, proud of their achievements. Children choose books for the staff to read and listen to the story, joining in when appropriate. Staff offer warm praise as they take turns to touch

the materials on the pages and relate what it feels like, therefore helping to develop their language skills. Staff plan activities based on children's interests. They have a good understanding of how individual children learn and progress and adapt their approach to suit different ages and needs. Staff make regular observations and record achievements in the children's profiles. This helps them to plan for each child to ensure their learning and developmental needs are met.

Children are eager to use a variety of outdoor play areas which are designed effectively to provide the maximum enjoyment for children. Children develop their balancing skills on the climbing equipment and enjoy physical exercise on the wheeled bikes and scooters in the playground, which helps keep them in good health. Children investigate the natural world through visits to the secret garden to look for bugs and they explore the effects of the wind by listening to the wind chime and the beads hanging from the trees. Children develop a good understanding of caring for themselves and others when they independently put on the apron before messy play and help to carry water for the water tray. Staff encourage children to be responsible by helping one another and children play well together. Children begin to learn to keep themselves and their friends safe by putting away the hula hoops to avoid tripping hazards. They confidently help themselves to drinks of water and clear away their cups when finished, which helps to promote their independence and develop skills that support their future wellbeing. Children feel safe and secure and enjoy a close relationship with the staff who have a positive approach to behaviour management. A range of different fruits provided at snack time ensure children have the opportunity to experience new tastes and textures.

## 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	3
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

The quality of the provision in the Early Years Foundation Stage	2
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### 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	3
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