

Archfield House Nursery

Inspection report for early years provision

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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

Archfield House Nursery first opened in 1986 and re-registered in 2009 when the family-run business acquired another local nursery. It operates from two converted houses in the Cotham area of Bristol. Playrooms are located on the lower ground, ground and first floors with children grouped according to age. There is no lift available and access to the nursery is via the main entrance to the side of the property. There is an enclosed outdoor play area to the side and rear of the premises. The nursery is open each weekday from 8.00am to 6.00pm throughout the year, except for bank holidays and a week at Christmas.

The nursery is registered on the Early Years Register and a maximum of 82 children may attend at any one time. There are currently 117 children aged from birth to under five years on roll, with children attending at different times during the week. The nursery has experience of supporting children with special educational needs and those who speak English as an additional language. The nursery employs 33 staff who work directly with children, of whom 21 hold early years qualifications to at least level two. Two members of staff hold Early Years Professional Status and two members of staff are qualified teachers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make extremely good progress in all areas of learning and development. Overall the welfare and safeguarding needs of children are effectively addressed. Most staff are well qualified and committed to ensuring the needs of each child are identified and met. Children are very well supported because staff recognise and value the excellent partnerships built with parents and other services. There is a strong system in place to monitor and evaluate the quality of the provision and to plan for future development. There is a clear vision shared by the management team, staff and parents to provide positive outcomes to help all children reach their potential.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to recognise their own and others unique qualities through meaningful experiences that fully embrace their diverse cultural backgrounds
- ensure that all staff have a secure and confident knowledge of safeguarding issues and are able to implement the safeguarding policy and procedure appropriately.

The effectiveness of leadership and management of the early years provision

Children's welfare is generally well safeguarded through appropriate procedures and robust systems. However, some staff are not fully secure in their understanding of issues and concerns with regard to child protection and subsequent reporting procedures in the event of a concern about a member of staff. Recruitment procedures are rigorous to ensure that staff working with children are suitable to do so. For example, when new staff are awaiting CRB clearance they are constantly supervised and never left alone with children. Good documentation is in place and all required records are well maintained and shared with parents. For example, there is a secure procedure to record when medication is administered to children. Frequent and thorough risk assessments of all aspects of the nursery and monthly reviews of policies ensure children are cared for in a safe and secure environment. Ongoing checks of the nursery environment by staff and management ensure children of all ages can easily access an interesting range of high quality, well organised toys and equipment that support their play and learning both inside and outside.

Excellent partnerships are established with parents and overall children's needs are clearly identified and supported. However, although children's cultural diversity is acknowledged it is not yet fully embraced for all children who attend. Parents are well informed of the nursery's working practices through clear written documentation and interesting displays illustrating how children learn. Parents develop meaningful relationships with their child's key worker and are encouraged to further their understanding of the Early Years Foundation Stage through information evenings and regular opportunities to participate in 'Fun Days' at weekends. Consequently parents play an active part in their child's ongoing learning. Excellent links with other early years providers ensure continuity in children's care and learning and smooth transition when children move on.

Self-evaluation takes account of the views of children, parents, carers, staff and other community groups and agencies working alongside the nursery. The enthusiastic management team and motivated staff use this effectively to identify well chosen future actions so that the impact on children is evident in most of the areas where it is needed. For example, extensive work has been carried out to develop free flow play to the outside area from the pre-school room, while also creating greater access, challenges and experiences for younger children in the outside sensory area. The management team have a clear vision for future improvements and demonstrate a strong commitment to their continuous improvement.

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

Children make significant progress in their learning and development in relation to their starting points. Staff have a very good knowledge of how to promote children's learning through well-planned play activities. Throughout the nursery

staff are very well supported by the meticulous and detailed planning and observation system, which they use to record children's achievements and plan next stages of learning. Children's progress is regularly reviewed and parents are fully involved in contributing their own observations. Staff have excellent relationships with children and are skilful at responding to child-initiated play. They are quick to extend challenges to children in their own games. For example, when children mix flour, sand and water staff use the opportunity to question children about the texture of their mixture. Children are very able to use a wide range of vocabulary to describe what they are feeling. One child says 'soggy', another 'slushy' and another 'scratchy'. They then discuss the different sensations with the adults around them.

Every group of children in the nursery enjoys a well-balanced range of activities to support their learning and development in all areas. Children learn about the local community through regular walks and visits to the park. They begin to understand about life cycles and natural changes through bug hunts and observing the changing seasons. They learn to choose toys and resources to support their play from well-organised and easily accessible storage. Children happily choose to sit in the cosy book corner to read books on their own or snuggle up with a friend. The key person system helps children settle in their groups and make a smooth transition when they have to move. For example, a child from another baby room visits her new group supported by her key person. Staff get to know children very well and use this in-depth knowledge to identify children's interests and plan for the next stage of learning.

Children become active learners and enjoy solving problems arising from their play. For example, in the outside play area two boys stack plastic crates to build a tower. As the tower gets higher and starts to wobble an adult offers sensitive advice and they manage to correct the lean. The two boys are delighted with the high tower they have built and pleased that they have solved their problem themselves. Children enjoy playing on their own but also learn to share. For example, when a young baby splashes happily in a water tray another baby wakes up and is keen to join in. Staff quickly respond and soon both babies enjoy splashing each other. Children learn to count and recognise numbers through singing favourite number action songs. Even the youngest toddlers enthusiastically show five fingers for 'five little ducks go swimming one day'! Generally the learning needs of each child are carefully considered in relation to their backgrounds, needs and previous experiences. Additional support is identified and met through very effective partnerships with other professionals and agencies. Children develop effective skills which will support their learning in the future.

Children are secure and settled in the care of the kind and thoughtful nursery staff. They show a sense of belonging and quickly learn the daily routines. Older children particularly enjoy making suggestions about activities and helping staff to clear away toys. Good quality interactions and well organised routines help even the youngest babies and toddlers feel safe to explore their play rooms. Children learn to consider their own safety and that of others. For example, when pedalling bikes energetically children skilfully manoeuvre around others. Staff help children learn about healthy lifestyles through sensible daily routines which teach children about personal hygiene. Children expertly learn to identify their own personal needs such

as taking off jumpers when they are hot and choosing when to eat their snacks. They enjoy growing vegetables in the garden and take part in preparing and cooking them. There are daily wide-ranging and diverse opportunities for children to develop confident physical skills and enjoy energetic exercise, whether through organised music and activity sessions or playing freely in the challenging and exciting outdoor play areas. Key persons work very closely with parents and carers to ensure each child's care needs are identified and met consistently. For example, the nursery cook is fully aware of the individual dietary needs of each child. Children's behaviour is exemplary and staff work hard to help children understand how their behaviour may impact on others. Older children learn good negotiation skills when working together on joint projects such as building environments for toy animals.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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

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	2
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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