

Balderton Village Day Nursery

Inspection report for early years provision

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Inspector	Judith Rayner
Setting address	173 London Road, New Balderton, Newark, Nottinghamshire, NG24 3BW
Telephone number	01636 704708
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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

Balderton Village Day Nursery is privately owned and opened in November 1994. In 1999 the nursery moved to the current premises in Balderton, close to Newark. It operates from a converted detached bungalow which was extended in 2002 to accommodate 42 children. Children are organised into age/ability groups, in three separate rooms. They have access to both outdoor play spaces, consisting of two separate areas of hard surface and a grassed area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 96 children on roll, of these, all are within the early years age group.

The nursery opens Monday to Friday from 07.30am to 06.00pm, throughout the year, with one week's closure at Christmas. Of the 14 staff who work with the children, seven hold a Level 3 childcare and education qualification, and six have acquired the Level 2. There are two members of staff working towards a higher level of qualification within Early Years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Each child is fully supported and included because their individuality is respected and valued by the caring staff team. Children are settled, happy, confident and thoroughly enjoy their time at the nursery. They make good progress in their learning and development accessing a good range of resources and activities inside and outdoors. Outcomes for children are good, and children's safety and well-being are given priority which is supported by mostly well written records, policies and procedures. Effective partnerships with parents ensure individual children's needs are fully met. Links with others involved in the child's learning is mostly good. Managers have good systems in place to reflect upon their practice and to identify aspects for improvement.

What steps need to be taken to improve provision further?

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

- review the process for sharing information with other providers involved with children who attend more than one setting
- review the system used to undertake risk assessments for the setting.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding procedures. They know when to take action and are aware of the possible signs and symptoms of abuse. This

ensures that children are well protected. Written risk assessments are carried out to provide a safe environment for the nursery both inside, the outdoor areas and any outings that are undertaken. However, the system used for recording risk assessments for inside the nursery is not consistently robust in detailing when and by whom the assessment was undertaken. Children are protected as the well-qualified staff team keep the premises secure and supervise the children at all times. Effective monitoring of the entrance ensures that visitors are checked for identification and children are handed over safely to a known adult. The provider and manager regularly make good use of a range of monitoring activities relating to the provision and outcomes for children. Written policies and procedures are in place and records are generally well maintained.

Children access a good range of toys and activities which are presented attractively both inside the nursery and in the outdoor areas. The nursery is welcoming, bright and colourful due to the well-presented range of posters, photographs and children's own creative art work. Parents are encouraged to contribute in the care and well-being of their children. They share what they know about their child when they first start the setting and this is continued throughout the duration that their child attends. Parents speak very positively about the nursery and state that the key strength is the staffing team. This supports the practice the nursery promotes in valuing and ensuring that children and parents develop a sense of belonging to the setting. The setting works mostly well with other providers, including several different local schools, to ease the transition process when children move from their setting to their chosen school. There are suitable partnerships with other providers which promotes an integrated approach to children's care and learning.

Children are making good progress in their learning and development. This is because the staff know the children well and have formed very positive relationships with them. Staff are knowledgeable about the learning and development elements and welfare requirements of the Early Years Foundation Stage and effectively implement the framework. Staff act as positive role models, challenging any form of discrimination to ensure everyone is treated fairly and equally. A good range of resources and activities raise children's awareness to others similarities and differences, such as posters, jigsaw puzzles and small world figures. Staff are positive in making the most of diversity to help children understand the society they live in. Children's welfare is supported very well. Staff complete and appropriately involve the children in established consistent hygiene and safety procedures such as hand washing and wearing hats when outside in the sun. The provider and manager have identified and prioritised areas for further development. They have also involved the staff, parents and children, which has had a positive impact within some areas such as changing the food menus according to the time of year. They value the practice of self-evaluation and use this to inform improvements for better outcomes for children. Previous recommendations have all been effectively addressed. The setting demonstrates a good capacity to maintain continuous improvement.

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

Children thoroughly enjoy participating in a good range of activities, delivered through indoor and outdoor play. They are happy, confident and settled at the nursery. They are full of enthusiasm and motivation to try new and challenging activities. They have fun. Children concentrate very well and confidently enjoy activities alone, in small groups or with an adult. They are fully supported by staff who are warm and caring. Staff know the children well and plan a range of activities and experiences best suited for each individual child. Good planning, observation and assessment systems are in place. These are accurately used to monitor children's progress within all areas and to identify and plan for individual children's next steps for learning. There is a good balance of adult-led and child-initiated play. Staff are skilful in recognising when to step in to support children as well as stand back and let the child experience and take the lead themselves.

Babies enjoy their time exploring a good range of activities that are easily accessible and promote challenges covering the six areas of learning. They investigate programmable toys such as pressing buttons to make lights flash and music play. They participate in mark making activities such as drawing with chalk and finger painting. Their individual needs are met well because the staff are sensitive to their individual routines such as sleep and meal times. From a young age babies learn the importance of hand washing as they clean their hands before and after eating. They feel safe to move around the room as they discover books, bricks, small wheeled toys, musical instruments and exploratory activities. Toddlers enthusiastically peg out washing and excitedly express their achievement when they match socks according to the size, shape and colour. Good use of language is used by the staff to encourage children to problem solve and think about how socks are used, who wears them, who has bigger feet. Children build with construction and imaginatively use the objects to make birthday cakes and robots. They listen intently to stories read and associate objects around the room to extend their own learning. For example, one child wanted to make their own banana pudding and looking around the room, delved into the toy food box, pulling out cooking utensils and crockery to make it. Other children joined the child as they all ended up making their own pudding whilst playing harmoniously. Pre school children are fully engaged in their chosen activities. Great team work is involved as they participate in making and decorating a card board box choosing to transform it into a fire engine. Taking it in turns, they use paint, pencils, sticky tape and glue and insist on a creating a ladder. Once completed the children carefully take it outside to dry. Children have good concentration and perseverance as they independently complete puzzles up to 48 pieces. Once completed they share their achievement with staff who warmly praise and acknowledge the work they have done. Children's self-esteem is very good. They feel valued and listened to. Staff further support his through displaying their creative art work, free drawn letters and numbers around the room.

All in all, children are developing the skills they will need for future learning. They enjoy their time in the two outdoor areas developing their large muscle skills. They access a good range of toys and resources such as the sand pit and climbing

frame. They also learn to respect the time the pet rabbit spends in the garden with them. They help care for the rabbit by feeding it and cleaning out the hutch. Staff carefully monitor the time the children are outside and ensure they wear appropriate clothing such as sun hats before they go outside. Children learn to keep safe in the sun because the staff talk to them about the dangers of too much time in the sun. The independence skills of children are developing very well. They recognise when they are thirsty and access the drinks table putting their own water into the cup and put the cup in the sink when they have finished. Meals are cooked from fresh ingredients and children learn good table manners as they sit together for meals in small social groups. Children from a young age are encouraged to learn to value differences and diversity through discussions, activities and play experiences such as visiting the local nursing home. Children's behaviour is very good, with staff acting as positive role models to reinforce good behaviour and help children to learn the difference between right from wrong.

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	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