

Budehaven Day Nursery

Inspection report for early years provision

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Inspection date	24/02/2010
Inspector	Kevin Wright
Setting address	Budehaven Community School, Valley Road, Bude, Cornwall, EX23 8DQ
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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

Budehaven Day Nursery opened in September 1993. It is situated within the Budehaven Community School grounds, operating from an 'Elliott Hut'. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered for 16 children at any one time, of whom no more than nine may be under two years old. There is an open plan area for children under three years old, two adjoining areas for children over three years old, a kitchen, office, storage cupboard and toilets. There is a fully enclosed outdoor area adjacent to the building with two storage huts for outdoors equipment. The nursery attracts children from the local seaside town of Bude. There is a beach and park nearby, shops, a library and a bus service. There are currently 31 children in the early years age range on roll, of whom 12 are in receipt of funding. Children attend a variety of sessions each week. The nursery is open from 8.30am to 5.30am Monday to Friday. There are five full-time members of staff and one part-time member of staff. All staff are qualified in early years. Three have completed training in food hygiene and the rest of the staff have training planned. The nursery is run by a committee.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good setting. The good leadership of the nursery and the qualified and committed staff team successfully support children to make good progress in their learning and development. Staff provide a safe and inclusive environment for children where their welfare and learning needs are well met. They work well with external providers involved in children's care and development, and have a successful partnership with parents. Children enjoy the good quality provision and their progress is monitored well. A good capacity for continual improvement and self-evaluation has enabled the nursery to strengthen the quality of its provision.

What steps need to be taken to improve provision further?

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

- record risk assessments for external activities such as walks
- use individual children's progress information more directly in weekly planning to ensure the right level of challenge
- use adult involvement in free play to help embed the use of number in everyday contexts.

The effectiveness of leadership and management of the early years provision

The manager has demonstrated a strong commitment to continually improving all aspects of provision. The recommendations of the previous report have been fully

addressed. A new assessment model has been successfully introduced that links to the Early Years Foundation Stage framework. This shows children are making good progress. Ongoing individual records of children's progress have been further developed and now provide detailed information. There is little direct overt use of this information in weekly planning records. The vetting procedures for all adults are robust. The setting has been wholly reorganised since the previous inspection in order to address matters raised. The new organisation of separate schedules for children under three years old and those over three has proved most effective in supporting children's progress in their learning and development. The range and appropriateness of the activities and resources provide a good match to the needs of the children. Because of the nature of the building and its access, the nursery is unable to provide open independent free-flow for children from inside to outside activity. However, a well thought out programme provides children with opportunities that address, in part, this shortfall. In addition, a new building planned for the nursery that has already gained funding approval will completely address this matter. Arrangements to support children with diverse learning or socialisation needs are in place. This enables all children to make progress in their development. A very effective partnership exists with parents and carers so that matters of children's welfare and learning development can be addressed sensitively and promptly. The staff are deployed effectively and work together with a common sense of purpose so that the provision runs smoothly on a day-to-day basis. The setting is focused on helping all children to make good progress and, where necessary, links with external providers and agencies are effective in this process.

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

The nursery is well equipped and the good range of resources are used well. Children arriving at the nursery show they are pleased to be there and separate easily from parents and carers. The children show a good level of confidence and independence, including the children under two years old. This is the result of the caring and sensitive approach of the staff, who are effective in supporting children's growing independence. Children play well on their own and with others. For example a child dressing up in costume to enact a song story by herself was joined by others who became interested in what she was doing and things were spontaneously shared between them. This was then further enhanced by the work of an adult who helped the children organise themselves into a group in order to act out that song and play activity, and to talk about it between themselves. Similarly a group of older children individually using rollers, cutters, moulds and extruders to shape play dough, shared equipment and tools freely between themselves. Adult support at key moments enabled the level of challenge to be raised. In general, adult interventions were very effective in extending creative play and language, though less well developed in emphasising a sense of number. Positive attitudes to learning are encouraged. Children's behaviour overall is well managed in a sensitive and positive manner so that children's social awareness is raised. Parents report that their children make very good progress in their social development because of the work of the nursery staff. Risk assessments are thorough, but are not recorded for external activities such as walks. Safeguarding

policies and procedures are well established and effective, and staff are properly trained to identify children at risk. Parents and carers report that the nursery staff are vigilant in their safeguarding; sensitive to and supportive of individual children's needs; openly welcoming to parents and carers and receptive to discussions about individual children's needs and day-to-day welfare.

Staff's observations of children's progress and needs are accurate and help make certain that activities have the right level of challenge for the child. However, the results of these assessments of children's individual progress are not directly used in the weekly planning sheets. Although children are not able to engage in independent free-flow between indoor and outdoor activity because of the access to the building, staff ensure that opportunities for outdoor play are always available each day for each child. Children are made aware of safety matters throughout the day as they impinge on their activities. There is a strong emphasis on learning about being healthy. There are good opportunities for physical exercise and the children's snacks are healthy, as are the lunches in the main because of the good liaison between the nursery and the parents and carers. Children know to wash their hands after toileting and before eating. Children gradually develop their capacity to take responsibility for small tasks such as using their name cards to register themselves, accessing their personal trays for various purposes or setting out place mats for lunch.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met