



Bluebell Nursery

Inspection report for early years provision

Unique Reference Number	137765
Inspection date	11 January 2006
Inspector	Kim Mundy / Kerry Matthews
Setting Address	50 Carlyon Road, Wembley, Middlesex, HA0 1JE
Telephone number	020 8566 7876
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Registered person	Vishnu Desai
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bluebell Nursery opened in 1981 and operates from a two storey building in Wembley in the London Borough of Brent. This is a privately run nursery. A maximum of 85 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 41 children aged from 6 months to under 5 years on roll. Of

these, 14 children receive funding for nursery education. Children come from a wide catchment area. The nursery supports children who speak English as an additional language.

The nursery employs 12 staff. Six of the staff, including the manager, hold appropriate early years qualifications. Six staff are working towards a qualification. The nursery receives support from the Local Authority and it is working towards the 'Effective Learning Programme' accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's well-being is protected and supported by the clear and comprehensive written policies and procedures which are in place and carried out by staff. Children are learning adequate hygiene practices as staff maintain suitable levels of hygiene throughout the nursery. However, hygiene practices are insufficient at meal times. For example, serving utensils are not always provided. Good procedures are in place for accidents and medication administration and several staff hold first aid certificates.

Children enjoy relaxed and sociable snack and meal times. Well balanced and nutritious foods are provided, such as spaghetti bolognese. However, snack times are poorly organised and a choice of snack is not consistently available. Funded children are developing their independence skills as they help themselves to food as they serve their own lunch. All children sit comfortably to eat at suitable low level tables and chairs. Different seating is available for younger children to meet their individual needs, for example, high and low chairs.

All children thoroughly enjoy fresh air and exercise. They are able to make good progress in their physical development as staff provide a wide range of good quality activities in and outdoors. For example, children enjoy digging and planting in the garden. They are able to run, jump, balance and climb with increasing control. Children show an awareness of space as they confidently steer wheeled toys around the playground.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and child-friendly environment. Children's individual needs are met effectively because there is a good range of furniture, toys and equipment which is well maintained. All children enjoy their time spent in the bright and attractive play rooms. They explore safely and freely as they experience lots of good play opportunities. Staff make good use of the space provided, such as the creative play areas which are very well set out to enable children to make choices independently. Babies are cared for in a warm and homely environment, for example, there are soft furnishings and lots of interactive toys that are easily accessible. They

are well supervised as staff sit close to them on the floor and encourage them to move and explore materials and equipment safely.

Children are very safe and secure on the premises because staff place a strong emphasis on their well-being. For example, good fire procedures, risk assessments and thorough safety policies and procedures are in place. Children are well supervised as staff are deployed effectively.

Children's welfare is safeguarded as the staff continuously update their knowledge and understanding of child protection. Good policies and procedures are in place in the event of suspected abuse and an allegation against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are thoroughly enjoying their time at the nursery. Staff are competent and they have a sound understanding of their role and responsibilities. The key worker system enables staff to build very good relationships with the children and, as a result, their care, welfare and learning needs are met effectively within the setting.

Young children are enthused by the exciting activities provided and they are well motivated to explore and learn. Staff have the knowledge and understanding to plan effectively for the 'Birth to Three Matters' framework and they maintain a record of the children's progress. Staff set out a range of activities in an attractive way to capture the children's interest. Children are helped to make sense of what they see, hear, smell and touch, for example, as they paint with their fingers, look at 'touchy-feely' books, squeeze play dough, and explore jelly, sand and water.

Young children are developing good communication skills and they enjoy the staff's kind and warm interaction. Children enjoy using a good range of resources which helps them to develop their early mathematical skills, for example, shape sorters and bricks. They are able to relax during quiet times as they listen to music and stories. Children have good opportunities to practise their early writing skills as they paint, chalk and draw. They have opportunities to make good progress in all areas of their development. Children are very happy and clearly enjoy their day in this child-friendly environment.

Nursery Education.

The quality of teaching and learning is good. Staff have a good understanding of the stepping stones towards the early learning goals. Children are involved in interesting and exciting activities and overall the curriculum is well-balanced. However, opportunities for physical development, music and movement are not consistently evidenced in planning. The staff observe children's involvement in the activities which helps them to plan the next steps for their individual learning while providing suitable challenges. Staff are enthusiastic and motivated and they use effective teaching methods to help the children to make progress, for example, open-ended questioning to encourage the children to think and to help them to develop a wider vocabulary.

Staff make good use of the space and resources and they demonstrate new tasks to help children to achieve. Children are having lots of fun while they are learning.

Children are happy, full of confidence and well motivated to learn. They are developing their independence skills, for example, as they select resources and pour drinks at lunch times. Children are able to work as part of a group, take turns and share. They are expressing their own thoughts and feelings during discussion times. Children are well behaved and able to persist during chosen activities.

Children are confident speakers and engage in conversations with each other and adults. They enjoy looking at books independently and in groups. Children listen attentively at story time and staff use puppets and props to provide further interest and excitement. This provides good support for children who speak English as an additional language. Children are developing very good pencil control and there are good opportunities for children to be spontaneous in their writing. More able children write correctly formed letters and some confidently write their own name. Children's interest in early reading is supported by very good labelling around the nursery in a variety of different languages.

Children are learning to count confidently and reliably and they recognise many written numerals. They are learning about shape and space as they fit puzzles together and use equipment in the water and sand trays. They are using lots of mathematical language during their play, for example, to describe size and position. Children are solving mathematical problems as they build and construct.

Children are developing a very good understanding of the world in which they live. They are exploring and investigating their environment as they enjoy visits to the park, dentist and police. Children are developing their understanding of technology, for example, as they use magnifying glasses, magnets, telephones and the computer. They enjoy exploring the garden looking for bugs, digging, planting and growing bulbs.

Children are developing good fine motor skills as they use a wide range of tools and malleable materials with increasing confidence, for example, rolling pins, scissors, brushes and play dough. They are developing a good understanding of healthy living through different themes, such as good and bad foods and the daily routine.

Children have great fun as they explore and respond to all their senses, for example, as they play with sand and paint. They are able to choose from a wide range of creative materials to develop their own thoughts and ideas, such as junk modelling. Children listen to and respond enthusiastically to different types of music. They have very good opportunities to use their imagination during imaginative play, for example, in the office, home corner and doctors surgery.

Helping children make a positive contribution

The provision is good.

Children are developing lots of confidence and self-esteem as they have time to explore independently in this safe environment. Young children are given lots of

positive attention to encourage them to communicate and they have close and secure relationships with their key workers who have responsibility for coordinating their care. This setting places a strong emphasis on promoting equal opportunities. Children have very good opportunities to learn about the world in which they live. They enjoy visits to places of worship, such as the temple and mosque.

Funded children have time to reflect during quiet moments. They are learning to manage their own behaviour and they are kind and considerate towards each other, for example, as they help each other to serve their lunches. Children are treated with equal concern and their individual needs are met effectively by the staff. They are finding out about their own and other people's culture and beliefs as they celebrate different festivals, such as Diwali and Eid. They have access to a very good range of toys and resources which promotes their understanding of the world they live in, for example books, dressing up, puzzles and different types of music. Therefore, children's social, moral, spiritual and cultural development is fostered.

None of the children currently attending have special educational needs. There is an appropriate special needs policy in place and the special educational needs coordinator has attended relevant training.

Partnership with parents is good. Children benefit from the strong relationships between parents and staff as information is shared to meet their needs effectively within the setting, for example, providing additional language support and individual routine and dietary requirements. Parents of funded children are well informed about their children's progress towards the early learning goals. The parents of younger children are well informed about their children's progress in relation to the 'Birth to Three Matters' framework. Good communication systems are in place, such as newsletters, meetings to discuss children's progress, three monthly development reports and daily contact. Parents are involved in their children's learning, for example, they come into the setting to cook with the children and to share their own culture and beliefs.

Organisation

The organisation is good.

The leadership and management is good. Children share good relationships with staff who have been thoroughly vetted for their suitability to work with young children. Their care is enhanced by the well organised and effective leadership and management of the nursery. This has a positive impact on the day to day running of the setting.

The management team provide good role models to staff who work effectively together as a team. Consequently this is reflected in the good practice throughout the setting. Children are happy, secure and confident in their surroundings. They benefit from the combined knowledge in the staff team as they are encouraged to develop their skills and knowledge by attending various courses, for example, Foundation Stage of Learning and 'Birth to Three Matters' framework.

The premises are well organised. Good policies and procedures are in place and

work to keep children healthy and safe. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the previous inspection funded children are developing their independence by helping themselves to food at lunch time. However, younger children's opportunities to develop independence at this time requires further organisation. The complaints procedure is displayed for parents on the notice board. This improves the care, learning and welfare of the children.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the organisation of snack and meal times to maintain good hygiene practices and ensure that children have opportunities to make more choices and develop their independence (also applies to nursery education).

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make improvements as indicated in the care section above
- develop planning to consistently evidence physical development, music and

movement.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk