



Brimpton House Day Nursery

Inspection report for early years provision

Unique Reference Number	EY310474
Inspection date	05 December 2005
Inspector	Anita Bartram

Setting Address	Brimpton House, 59 High Street, Kelvedon, Colchester, Essex, CO5 9AE
Telephone number	01376 571361
E-mail	
Registered person	Brimpton House Nursery Ltd
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?

Brimpton House Day Nursery, formerly known as Pelican Place Day Nursery is owned and run by Brimpton House Nursery Limited. It opened in 2005 and operates from a listed house. It is situated in the centre of Kelvedon. A maximum of 58 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 102 children aged from 0 to 5 years on roll. Of these 29 children receive funding for nursery education. Children come from both the local and wider catchment area. The nursery currently supports a small number of children with special educational needs, and children who speak English as an additional language.

The nursery employs 24 staff. There are 16 staff, including the manager, who hold appropriate early years qualifications. There are 6 staff working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play and learn in a healthy environment. The premises are clean and staff follow good cleaning routines after mealtimes. Children learn the importance of health and hygiene through the daily routines they follow, for example, washing their hands after going to the toilet and after meals. Nappy changing procedures for the babies and younger children are hygienic and prevent any cross-infection. Any minor accidents or medical emergencies are dealt with competently. All staff hold current first aid certificates and some staff working with babies are continuing their training in greater detail. Staff provide sensitive care for those children feeling under the weather. For example, a young child was coughing repeatedly whilst sleeping, and a member of staff gently raised her mattress with a cushion to help ease her breathing.

Children benefit from nutritious and varied meals that are freshly cooked on the premises. Care is taken to ensure that any special dietary and allergy needs are met, with alternative food prepared for children unable to eat the meal for the day. Hungrier children are generally offered second helpings, although older children would benefit from being able to serve themselves, with staff guidance, so that some children could be served less so they are able to finish their meals and get praise for doing so. Water is readily available for all children and babies are offered regular drinks from named beakers. Staff hold younger babies in their arms to bottle feed. All staff work coherently together, and with parents, to ensure that children's health and dietary needs are well met.

Children have daily access to the outdoor area, although this is currently under development. Consequently, the garden does not yet provide sufficient challenge for more-able children's physical skills. Foundation Stage staff are not yet bringing other areas of the curriculum into the garden to extend older children's learning in the more open environment. Babies move around freely indoors and are generally taken out daily.

Babies are able to sleep according to their own routines. Named cots and clean bedding are used for babies to sleep comfortably. The younger children sleep in their playrooms, mostly at the same time and staff gently help them off to sleep with soft music and reassuring comfort. Older children are not always able to sleep according to their needs although there is a quiet area where they can relax and look at books.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and babies play in a secure and safe environment. Playrooms are welcoming and stimulating with posters and displays of children's artwork. Staff protect children by completing routine daily checks prior to children entering the premises. Action is taken promptly to remove any potential hazards and all risks are fully minimised. Staff are vigilant about children's security. An intercom system ensures that visitors are closely monitored.

Children are beginning to learn about keeping themselves safe. Staff give reasons to children when they are asked not to do something. For example, staff explained to children whose sand play had got a little excited, that they must not throw the sand as it could go in someone's eyes. Regular fire drills ensure that children and staff are fully aware of the procedures if they need to evacuate the premises in an emergency.

The toys and equipment are safe and robust for their purpose. There are appropriate systems to check that resources remain safe for children to use. Older children can safely access free-play equipment from low-level units. Items within reach of babies are suitable for them to explore using their mouth and hands.

Staff induction covers introductory child protection information and health and safety guidance. Most staff have attended specific child protection training and staff are fully aware of their child protection responsibilities. A written child protection policy is in place and visual guidance to staff about procedures to take in the event of any concerns is readily displayed. As a result, children are well protected.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and children are relaxed and secure in the nursery. Staff are friendly and encouraging when babies and children arrive in their room, offering verbal and physical support if children need help to settle. For example, staff sensitively hold children up at the window to wave bye-bye to Mummy and provide reassurance that Mummy will be 'back soon'. As a result, children come confidently into the group and become quickly occupied with the ready prepared activities. Babies' and children's emotional well-being is developing soundly.

Staff working with babies and children under three are very aware that this age group of children, particularly babies, sometimes have very individual routines. Staff therefore plan the routine of the day accordingly. Babies respond to the warm, caring interaction from staff and their early language skills are developing very well. For example, staff sit on the floor talking to them, making good eye contact and using facial expressions. Play materials are age-appropriate so that babies and young children can explore using all their senses. As they become toddlers the organisation of the room encourages them to explore their environment more independently. As a result, two to three year olds have a wide and stimulating range of resources to learn from. Staff are using the 'Birth to three matters' framework to plan activities and

experiences for all the babies and children under three years. Assessment of babies' and younger children's development is in place and some staff identify where the next steps are in children's development. However, this information is not used sufficiently to inform activity planning to provide purposeful learning tailored to suit the stage of different children's development.

Nursery Education

The quality of teaching and learning is good, which enables all children to make effective progress in all six areas of learning. Most staff have a sound understanding of the foundation stage and make good use of the 'Curriculum guidance for the Foundation Stage'. Staff skilfully use open-ended questions to extend or reinforce children's learning and understanding. For example, the traditional 'Christmas story' was introduced by a member of staff asking the children what Christmas meant to them. She used the following enthusiastic comments about presents and Father Christmas to relate it back to the nativity. Children listened attentively as she held their concentration and then re-capped very briefly to help children retain the meaning of the story.

The curriculum is planned to cover the six areas of learning and is linked to the stepping stones and the early learning goals. Assessment is used appropriately to identify learning objectives for short-term planning. Planning of the daily 'teaching' activity is more robust, identifying some support and challenge to suit different ages and stages of children's development. This enables the teacher to prepare differentiation in the activity. There is an effective balance of adult and child-led activities with a valuable amount of free-play provided in the sessions. Staff interact appropriately whilst children play to help them learn from activities and extend their vocabulary. The garden is not yet used fully to enable children to experience all areas of learning outside.

Children have good opportunities to learn about information and communication technology. Computers are readily available for the children to use during free-play. Staff sit to support most children as they learn how to handle the equipment. As a result of this good quality provision, more-able children can independently navigate their way between different software programmes, choosing which programme they want to follow and at which level they want to work.

Children's personal, social and emotional development is good. Children are independent and keen to participate in all the activities on offer. For example, they select aprons for themselves before playing in the water, trying hard to put them on themselves and then hanging them back up again. Children are confident and assertive. However, staff do not always effectively channel or intervene when children become noisy or boisterous, particularly at routine changes such as whilst tidying away to go outside.

Children's progress in communication, language and literacy is good. Children mostly listen attentively during story time and enjoy looking at books alone. They use a wide range of vocabulary, both in general conversation and to describe simple mathematical concepts such as 'mine's the tallest'. Their knowledge and understanding of the world is good. Children talk animatedly about past events such

as 'fireworks night' and about the camels they saw on holiday. Children enjoy using construction to make three dimension objects, such as crocodiles and mobile phones. There is very good provision for children to explore and investigate natural materials such as sand and water. This has a positive impact on other areas of learning, such as mathematics where children learn about simple capacity, weight and measure. The resources for children to explore and experience music are currently being expanded.

Helping children make a positive contribution

The provision is good.

Babies' and children's individual needs are met well. Relevant information is gathered from parents when their child starts. This enables staff to work consistently with parents to follow babies' routines and care practices. For example, room staff all know their key children's personalities well and how to comfort them when they are tired or upset. Staff encourage babies to have comforters from home, which has a positive impact on babies' emotional well-being. As a result babies and children are happy and confidently settle quickly into nursery life. Appropriate systems are in place to support children with special needs or for those who have English as an additional language. There is an adequate range of toys and equipment showing positive images of diversity. This helps to encourage children's awareness and appreciation of the wider world.

Overall children behave well, particularly whilst engaged in free-play and adult-led activities. Staff are calm and positive role models for children to follow. However, staff are not fully recording incidents of more challenging behaviour in children under three. This hampers their understanding of what leads to incidents, how well they can anticipate them and hence take preventative measures to avoid children using more physical methods to vent their frustrations. Praise and encouragement are offered to acknowledge older children's good attempts and accomplishments. However, staff are not always sufficiently pro-active in managing older children's more challenging behaviour, particularly at routine change over times such as when tidying away to go outside to the garden.

The partnership with parents and carers is good. General information about the older children's learning is displayed through the planning sheets on the playroom wall. Parents are able to see how their child is progressing through their individual development records kept in each child's drawer. Older children receive a written report when they leave the nursery. During this inspection, some parents expressed a wish for more regular written feedback about their child's progress. However, many stated they were pleased with the daily feedback staff give them about what their child has been doing each day. Although general information is given about the curriculum, such as themes and activities, parents are not given sufficient information about what and how children learn through the Foundation Stage. This would enable parents to feel more involved in their child's learning. Individual daily diaries provide meaningful information about babies eating, sleeping and nappy changing arrangements. Overall parents were complementary about the setting and the staff. Comments included 'quality of care for the very young is excellent. All down to the

caring nature of the staff and family atmosphere.'

The children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children are well cared for by appropriate staff who have been vetted and cleared through the Criminal Records Bureau. Sound induction procedures are in place to equip all staff with the necessary basic skills to work in the nursery. Staff are motivated and committed to extending their own professional development. As a result, children's care is enhanced through the enthusiasm and dedication of the staff. Effective organisation of staffing ensures staff ratios are well met at all times, including during staff breaks and lunchtimes.

All the required documentation for the safe day-to-day management of the nursery is in place. There is a high regard for confidentiality and systems are in place to ensure any changes or parental wishes are respected. Policies and procedures are thorough and comprehensive.

Leadership and management of the nursery is good. There is a clear hierarchy of management. The daily running of the nursery is very effectively conducted by the nursery manager. Other more senior staff do not yet take responsibility for aspects of the provision such as equal opportunities, behaviour management and special educational needs. This would enable room staff to take more responsibility for their practice, such as how they manage children's behaviour.

Overall the range of children's needs are met.

Improvements since the last inspection

Not applicable.

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):

- ensure staff working with children aged from birth to three years use information gained through assessment records to plan activities that are appropriate to each child's age or stage of development
- provide staff working with older children with clearer behaviour management techniques; to enable children to develop a keener sense of right and wrong and rules and expectations have more influence on their levels of self-control

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):

- provide more information for parents about what and how children learn in the Foundation Stage
- develop the children's use of the garden to enable the curriculum to be more broadly delivered outside.

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