



Bishop Auckland College Nursery

Inspection report for early years provision

Unique Reference Number 314055
Inspection date 21 March 2006
Inspector Lindsey Pollock

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Registered person Bishop Auckland College
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?

Bishop Auckland College Nursery opened in 1995. It operates from self-contained single-storey premises on the outskirts of Bishop Auckland town centre. The group mainly serves the needs of college students, staff and families from the local geographical area.

There are currently 150 children aged from 3-months to under-5-years on roll, including 36 children who are in receipt of nursery funding. The setting has

procedures in place to support children with special needs or children who speak English as an additional language. The nursery opens Monday to Friday, throughout the year, excluding public holidays from 08:30 to 17:30.

There are 33 members of staff who work directly with the children. All have early years qualifications and some are currently on further training programmes. An administrator, a support assistant, two cooks and cleaning staff also work in the facility. The setting receives support from a link-teacher from the Early Years Development and Childcare Partnership.

Bishop Auckland College also operates an Out of School Club which is situated within the main college building. The group has been running since 1999 and has use of three large activity rooms, the gym and has access to suitable outdoor play areas.

The Out of School Club is registered to care for 60 children and operates in the school holidays only, from 08:00 to 18:00.

There is a pool of suitably qualified and experienced staff available to care for the children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Very high standards of hygiene and cleanliness are maintained throughout the nursery to promote children's health. Staff ensure that they adhere to their nappy changing procedure, as they wash their hands effectively, use disposable gloves, aprons and dispose of nappies appropriately to minimise the risk of cross-infection. Highchairs and tables used at mealtimes are well cleaned and disinfected before use and all toys and resources are kept in a hygienic condition to prevent the spread of infection. Older children understand the importance of good hygiene practice, they know that they must wash their hands thoroughly to remove germs before eating and after playing outside and do this effectively without prompting. Staff introduce activities to reinforce their awareness. A clear written policy is in place about excluding children who are ill, this is strictly followed to promote children's welfare. Staff know the children very well and quickly recognise signs of illness and tiredness and they respond quickly and appropriately to this. Children sleep, rest and eat in line with parent's wishes and their own routines.

Children are well nourished as they are provided with a wholesome, nutritious and balanced diet. Meals are freshly prepared using fresh fruit and vegetables by designated cooks who are responsible for providing all food. Parents are fully informed by clearly displayed menus and by details written in the diaries for younger children. Activities such as food tasting help children to gain an awareness of what foods are good for them. Younger children are given frequent drinks throughout the day and older children are able to help themselves to fresh water from the water cooler, which is easily accessible to them.

Good opportunities are provided for children over 2-years to exercise indoors and outdoors when they can also enjoy the fresh air. They confidently use a wide variety of large and small equipment such as bikes, scooters, slides and climbing frames. Older children move around with control as they negotiate space in the rooms and skilfully manoeuvre wheeled toys around avoiding obstacles and stopping safely. They learn to move to music during their weekly dance sessions. This helps them to understand how exercise helps them to stay healthy. Very young children have lots of room indoors to move around freely and develop their crawling and walking skills. They are provided with some opportunities to enjoy the fresh air when they are taken on occasional outings or into the outdoor area. However, these are less frequent than those provided for the older children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and very secure environment. The premises are monitored to ensure that children are not at risk from unauthorised adults. Identification is checked and a strict signing in and out system for all visitors is operated. The environment is very welcoming to children and families. It is brightly decorated to a high standard with attractive displays of children's work and information for parents. All resources are maintained to an excellent standard and very well presented at low level or on the floor, which ensures that children can easily access them and develop their growing independence. Equipment is also of high quality, appropriate for the different age groups and regularly checked for safety and cleanliness. Sturdy furniture is provided to help young children develop their walking skills.

Staff monitor the premises daily and take appropriate steps to minimise risks so that children are protected from potential hazards. For example, they are unable to access electrical socket covers or sharp objects. Children learn to keep themselves safe as staff involve them in discussions and teach them safe practice such as how to handle scissors correctly and how to move around the nursery safely. They are encouraged to tidy away toys as they finish with them to keep the areas free from clutter.

Children are well protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. The designated person for child protection is experienced and confident in her role.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy and achieve because practitioners provide a wide range of interesting and challenging play opportunities for all age ranges. They are happy and settled and have developed warm relationships with their key workers and other staff, this promotes their ability to learn and their sense of belonging. Consideration is given to providing a balance of adult-focussed and self-initiated play opportunities as children

move freely around their base rooms. They play together in small groups as well as in pairs or singly with a practitioner and there is lively interaction between all. Staff working with infants and toddlers are beginning to implement aspects of the Birth to three matters framework. Photographs show activities which link to the different components and children are benefiting from planning, which although in its infancy, at least directs young children to targeted play experiences. Children enjoy various sensory experiences such as treasure baskets which they explore and they learn through hands-on experiences. Children throughout the nursery are extremely confident and are eager to learn. They respond positively to challenges such as creating Mother's Day cards and experimenting with materials such as sand, water, shaving foam and 'gloop'. They communicate well and are able to express a range of emotions. Children enjoy singing and listening to stories and show increasing levels of concentration.

Nursery Education.

The quality of teaching and children's learning is good. Children are progressing well in all areas of learning. Staff have a secure understanding of the Foundation Stage and plan a curriculum which is challenging, purposeful and innovative. It covers all six areas of learning and indicates the intended outcome in achievement. The planning is detailed but does not clearly show the differentiation required to ensure children are continually challenged. Children benefit from appropriate interaction and use of questioning techniques to encourage them to talk and think about what they are doing. Staff manage children well and have high expectations for their behaviour. They work directly with the children for most of the time and provide an inviting environment that is organised effectively to help children be self-sufficient when selecting resources.

Children enjoy coming to the nursery, they engage happily in solitary play or play co-operatively with their friends, for example, as they look at books quietly or play a game of sound lotto together. They communicate well and confidently share their own ideas and experiences and participate enthusiastically throughout all activities. They love stories and are able to listen attentively in group times and show good concentration skills as they make models and decorate biscuits. Older children recognise and practice writing their name and have many opportunities to write for real purposes during role-play. The environment displays rich sources of letter, colour, shape and number so that children can see good reference. Children count and use numbers in planned activities, they enjoy activities designed to reinforce their understanding of numbers such as singing 'five little monkeys' and have many opportunities to practise using numbers in everyday tasks. They use comparative size and positional language well as they use height charts to measure themselves. Children are interested in the world around them. They enjoy interesting outings to nearby attractions to help them learn about the environment in which they live. Computer skills are developing well, children confidently complete simple programmes and demonstrate good mouse control using the 'Millie the mouse' programme. They love dressing-up and role-play and are a joy to watch as they buy and sell in the bakers shop and have a 'makeover' at the hairdressers.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed by familiar staff who are always on hand to offer support and reassurance. This contributes to children feeling secure and content in the nursery and developing self-confidence. They know that they are valued, as staff listen to what they say and ask questions about their experiences and interests. Children's awareness of diversity is raised through playing with a variety of resources which reflect cultural differences and participate in an adequate range of planned activities. This positive approach ensures that children's social, moral, spiritual and cultural development is fostered. Effective procedures are in place for the care of children with special needs. Rigorous systems are in place including working fully with parents and outside agencies to ensure children reach their full potential whilst in the nursery.

Children's behaviour is very good throughout the whole nursery. Staff are good role-models for children, they are calm, polite and use consistent methods for behaviour management. Lots of praise is given freely to children to ensure that they develop confidence and self-esteem and understand what they have done well. Clear boundaries are in place and children respond well to staff requests, for example, to help to tidy up and join together at story time.

The nursery establishes good partnerships with parents and carers. Parents receive informative brochures and information such as menus and activity plans are clearly displayed for their attention. They speak very highly of the staff and of the care their children receive. As well as sharing information verbally at the start and end of each session, daily diaries are kept for all children and exchanged with parents to keep them fully informed of their child's care. Written information is shared regularly and the nursery has several formal open evenings throughout the year. Parents are kept fully informed about the Foundation Stage, their children's learning and progress. Activity plans are clearly displayed, these are linked to the areas of learning and parents occasionally receive letters informing them of the current theme and of how they can be involved.

Organisation

The organisation is good.

The nursery environment is organised creatively to promote children's welfare. Space is used to its maximum potential with rooms allowing more than the minimum space requirements for children. Staffing levels are high and all staff directly caring for children have a childcare qualification. Secure and robust recruitment and selection procedures are in place to ensure they are suitable to work with children. Effective deployment of staff allows children to receive good supervision from a consistent adult. This ensures their safety and makes them feel secure.

Children's care and education are supported by good leadership and management. The management team are committed to developing the care and education of the children. They are supportive towards their staff and help them work together which

creates a happy atmosphere in which to care for children. Staff demonstrate an enthusiasm to increase their knowledge and are actively supported and encouraged to do this. Systems are well developed to evaluate and monitor staff performance and development and the effect the nursery programme has on children's development.

Required policies and procedures which are required for the safe and efficient management of the provision are in place and shared effectively with parents. These are used well to support the care of children and to comply with regulations. Records are clear, up-to-date, easily accessible and stored securely.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Since the last inspection the nursery has protected the outdoor fence so this does not pose a risk to children. They have included a reference regarding bullying in the written statement for behaviour management and share all policies with parents to ensure they are fully informed of all aspects of their child's care.

Complaints since the last inspection

Ofsted received concerns regarding National Standards 7 (Health), 6 (Safety) and 3 (Care, Learning and Play). An Ofsted Early Years childcare inspector conducted a visit to the provision on 6 December 2005. Ofsted are satisfied that the provider remains qualified for registration.

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):

- develop the outdoor area to increase opportunities for younger children to enjoy play in the fresh air
- develop the use of Birth to three to support children in their earliest years
- extend the activities throughout the nursery to continue to develop children's awareness of diversity.

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):

- develop planning for the foundation stage to ensure this clearly identifies differentiation.

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