



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 200542

DfES Number: 524172

INSPECTION DETAILS

Inspection Date	09/02/2004
Inspector Name	Brenda Turner

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	BUDBROOKE HOUSE CHILDRENS NURSERY
Setting Address	Budbrooke House Childrens Nursery Ltd Budbrooke Primary School, Styles Close, Hampton Magna Warwickshire CV34 8TL

REGISTERED PROVIDER DETAILS

Name	The partnership of Budbrooke House Children's Nurseries Ltd
------	---

ORGANISATION DETAILS

Name	Budbrooke House Children's Nurseries Ltd
Address	Budbrooke House Childrens Nurseries Station Road Claverdon Warwickshire CV35 8PH

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Budbrooke House Children's Nursery opened in 1995 and has been under the current ownership for 5 years. It operates from 4 rooms in purpose built premises adjacent to Budbrooke School in Hampton Magna.

There are currently 48-children from 2 years to 5 years on the roll. This includes 28 funded three-year-olds and 9 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The nursery opens 5 days a week all year round. Sessions are from 08:00 hours until 18:00 hours.

Ten full time/part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Budbrooke House Children's Nursery provides good care for children. The manager and deputy persons in charge hold a level three early years qualification. All staff are suitably qualified and or experienced. Two members of staff are attending training on The Code of Practice on the Identification and Assessment of Special Educational Needs (revised 2001).

Space and resources are effectively organised to meet children's needs. Overall staff have a good understanding of their roles and responsibilities. During the busy lunchtime period staff deployment and supervision responsibilities are not always clear. Staff provide a welcoming, safe and secure learning environment. A good range of safe and well-maintained furniture, equipment and resources meet the varying needs of children. Staff monitor children's progress regularly and use this

information to provide for their individual needs.

Children's safety is given good attention and appropriate safety measures are applied to avoid dangerous situations. The required policies and procedures are in place. Staff have a sound knowledge of the setting's policies and arrangements covering health and hygiene. Staff are aware of procedures regarding the protection of children, these are not shared with parents before their child's admission to day care.

Staff plan first hand experiences, which enable children to make choices as they develop their knowledge skills and understanding. Children's care learning and play is supported well. A consistent and positive approach to managing children's behaviour is applied. Clear boundaries are established according to children's level of understanding. Children become aware of the setting's routines and procedures and know what is expected of them.

A very good partnership exists with parents, which ensures the well-being, development and progress of the children.

What has improved since the last inspection?

The nursery was asked to ensure outside play areas are free from hazards. This has now been done.

What is being done well?

- The staff team is suitably qualified there is a good cross section of age and experience.
- Areas are well organised to support the interest and individual needs of the children. For example three-year-old children who need an afternoon rest are accommodated in the quiet under three's area.
- The children's care learning and play is supported well by staff that manage and guide children's behaviour in a positive way.
- The nursery is very well equipped, a variety of resources show positive images of culture, gender and disability.
- Easily accessible resources and equipment provide good opportunities for children to begin to manage their own learning.
- A good working partnership exists with parents; who along with other carers are warmly greeted and welcomed into the setting. There is a two-way flow of information.

What needs to be improved?

- the procedure to show the deployment of staff and associated supervision responsibilities

- the arrangements to share child protection procedures with parents before admission to day care.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure the deployment of staff is clear at all times and that they are aware of their supervision responsibilities
13	Ensure that child protection procedures are shared with parents before admission to day care

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Budbrooke House Children's Nursery provides good quality nursery education where children are making generally good progress towards the early learning goals. The nursery is a bright and welcoming learning environment offering a varied range of play and learning activities to support children's progression through the stepping stones. There is a good balance between child initiated and adult led activities.

Teaching is generally good. Staff attend regular training courses and meetings and good progress has been made with planning. Plans do not show the deployment of staff or groupings of children. Observation and assessment of children's progress is not used fully to inform future planning by building on what children know and can do. In some instances there is lack of challenge for more able children. Activities are generally adapted to include all children and support children with special educational needs or who have English as an additional language; but this is not shown in the planning. Staff support and encourage children to try new experiences, they work alongside children and are good role models. The children's behaviour is very good. There are some missed opportunities to use every day activities and routines to develop and extend children's learning. Generally good use is made of the premises; there are good opportunities for outdoor play. The management of children dressing for outdoor play is sometimes lacking in organisation. The deployment of staff is not always clear.

Leadership and management of the setting are very good. There is good communication with the staff team; who work well together. There is a common aim to develop and improve practice.

Partnership with parents is very good. Parents exchange verbal information on a daily basis. Detailed information about the Foundation Stage of Learning is provided. Children's observation and assessment information is given to parents when children leave.

What is being done well?

- Good general organisation helps children to become self-sufficient and to make choices. The flow of activities allows children time to complete tasks and work at their own pace.
- Children's personal social and emotional development is very good. They are confident, motivated and keen to learn, they work alone or with others.
- Staff support and encourage children to try new experiences by providing a good range of activities linked to the foundation stage.
- Very good use is made of the local community by inviting visitors to the nursery and outings to places of interest for example to meet a group of senior citizens, or walks to the local shops or joint activities with the primary

school.

- Very good leadership and management promote the common aim to develop and improve practice and to support the individual needs of children.

What needs to be improved?

- the use of observation and assessment to inform future planning
- the planning to include the deployment of staff the grouping of children and how activities will be extended or adapted
- the opportunity and challenge for more able children to practice and develop calculation skills and explore three dimensional shapes
- the regular use of everyday activities and general routines to develop and extend children's learning.

What has improved since the last inspection?

Generally good progress has been made with planning overall and an information sheet is now provided for parents about the Foundation Stage of Learning. The observation and assessment process is currently under review with the support of the Early Years Advisory Teacher.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn; they show increasing independence in selecting and carrying out activities. Children confidently select and use various equipment, they support one another and work together. Children are at ease with visitors and enjoy making conversation. They form strong trusting relationships with staff. Children establish special friendships with one another. The children's behaviour is very good they take initiative, for example to help tidy up.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enthusiastically join in with favourite rhymes and stories. Some use words, which draw on their experience for example when, discussing how cress seeds grow, consider a similar sounding word like crèche. They accurately recall past activities. Some children recognise rhythm in spoken words. Most children identify their names correctly; they happily use mark making or writing for lists and labelling. There are some missed opportunities to extend their learning through daily routines.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show interest in numbers and counting they confidently count up to three or four numbers by saying one number name for each item. They accurately count an irregular arrangement of up to ten objects. They sustain interest for a length of time to follow pictorial recipe cards. They talk about symbols on garments for example temperatures for washing and ironing. Children have limited opportunities to practice more challenging calculations and to experience three-dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious to find out why things happen. They keenly consider how ice changes to water. Some children with adult support construct with a purpose in mind for example making cardboard box washing machines. Children enjoy using the computer and operating the mouse. Some children recall things that have happened by way of drawings or by conversation. They enjoy outings and visitors to the setting and begin to learn about their own cultures and beliefs and those of others.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move freely with pleasure and confidence indoors and out. Some skilfully balance and walk around an arrangement of elevated planks. Generally children show increasing control putting coats and shoes on and off; some need more time, support and supervision from adults. Children share tasks they work co-operatively pushing and pulling equipment and making constructions. Most children use cutlery well. Some use scissors very precisely and competently.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy experimenting with jelly and pasta to create different textures. They create patterns of their own design. Children freely select musical instruments and explore sounds. They play with enthusiasm in co-operative imaginative play situations for example in the themed laundry area. Children show interest in what they see, hear, touch and feel indoors and out. Children have many good opportunities to follow individual interests and ideas.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure that observation and assessment information is used to inform future planning
- continue to develop planning to include the deployment of staff the grouping of children and show how all children will take part at an appropriate level
- provide opportunities and greater challenge for more able children to practice and develop calculation skills and explore three-dimensional shapes
- use everyday activities and general routines consistently to develop and extend children's learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.