



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN EY285306

INSPECTION DETAILS

Inspection Date 07/09/2004
Inspector Name Lesley Ormrod

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Bram Longstaffe Neighbourhood Nursery
Setting Address Farm Street
Barrow-in-Furness
Cumbria
LA14 2RX

REGISTERED PROVIDER DETAILS

Name Bram Longstaffe

ORGANISATION DETAILS

Name Bram Longstaffe
Address Farm Street
Barrow-in-Furness
Cumbria
LA14 2RX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Bram Longstaffe Neighbourhood Nursery opened in April 2004. It is situated within Bram Longstaffe Nursery School on Barrow Island in Barrow-in-Furness. The nursery consists of a room for children aged two to three years old; a pre-school room, a toilets and wash area and access to a kitchen. Babies are provided for in a separate house comprising on the ground floor of a room for one to two year olds, a kitchen and a changing area and on the first floor a room for under-ones, a sleep room and a changing area. There is access to two fully enclosed outside play areas. The nursery is close to local amenities such as shops and play areas. The facility serves the local community of Barrow-in-Furness and its neighbouring districts.

The nursery is registered for 53 children aged from three months to under-eight years. There are currently 49 on roll. There are no funded three and four year-olds. Children attend for a variety of sessions. The nursery currently supports a number of children with special needs. The setting supports children who speak English as an additional language.

The nursery opens five days a week all year round excluding bank holidays and two weeks at Christmas. Sessions are from 07:30 to 18:00.

Five full-time staff and six part-time staff work in the facility. Ten staff have early years qualifications to National Vocational Qualification level 3 and one member of staff is working towards National Vocational Qualification level 3. The setting receives support from a development worker from the Early Years Development and Childcare Partnership (EYDCP). A number of staff are trained in the teaching methods of Treatment and Education of Autistic and Related Communication Handicapped Children (Teacch) and Picture Exchange Communication System (Pecs) as part of the support offered to children on the autistic spectrum.

How good is the Day Care?

Bram Longstaffe Neighbourhood Nursery provides good care for children. The facility has a warm and welcoming environment that helps children to feel secure. There is very good organisation of the nursery by the head and manager for the provision of day care for babies and children. The staff team have extended their knowledge and expertise in early years childcare by completing an excellent range of training and qualifications. There is a very good range of age-appropriate play equipment that provides babies and children with excellent learning opportunities.

There is very good documentation that is fully shared with parents and staff.

There are very good arrangements for safety and security for children's protection. Staff have good daily hygiene schedules and children use well-cared-for equipment in a very well-maintained environment. Children have healthy and nutritious snacks, meals and drinks. There is very good support and specialist facilities for children with special needs and disabilities. Children have generally good health-care arrangements and benefit from the good support offered by the health visitor based on-site. There are very good resources and activities to develop children's awareness of diversity and equality. Staff have a very good knowledge of child protection and keeping children safe.

There is very good planning of learning and play opportunities for babies and children. Children's development is regularly observed and recorded. Parents are fully involved in contributing to their children's care and learning programmes for each week's activities planned from the recorded observations. There is good use of the Birth to Three Matters materials to help the under three-year-olds make progress. Staff manage children's behaviour consistently.

There are very good arrangements to keep parents fully informed about their child's day and progress at the nursery. Parents are offered a range of opportunities to develop their skills.

What has improved since the last inspection?

not applicable.

What is being done well?

- There is a very good focus on the child at the centre of learning throughout the nursery. Staff and parents identify each child's current interests and plan stimulating activities around their preferences to maximise learning. Progress is recorded very well using a 'tell a story' observation approach and transferring information to each child's records on a weekly basis.
- Staff plan imaginative and stimulating activities that develop children's numeracy, literacy, physical and creative skills. Children explore natural materials such as bark pieces, shredded paper and cardboard rollers in the well-planned outside play area. Toddlers learn to balance, slide and crawl over the soft play shapes.
- There is a very extensive range of good quality equipment, toys and resources. Babies look at their reflections and learn about themselves inside the large triangular mirror frame. Older children use the large nest areas for quiet reading and story times.
- Children have very good resources to develop their awareness of diversity and equality. They make music and explore sounds using native African instruments. Dressing-up clothes reflect the customs of many cultures and children respond to the bright colours and varied textures in their play.

- Children with special needs are fully included in the nursery's provision. Detailed individual education plans are prepared and children's progress is carefully monitored. Staff are trained in the use of specialist approaches to support children on the autistic spectrum.
- Children are encouraged to learn about healthy eating and drinking as part of the Smiling for Life Campaign. They talk to their key workers about their choices of fruit and vegetables as they choose their snacks. Mealtimes are arranged in small groupings with staff giving children excellent attention and social skills' training.

An aspect of outstanding practice:

The neighbourhood nursery has a totally inclusive partnership with parents and carers that results in very positive appreciation and committed involvement by parents and carers. From the initial point of contact staff spend time with children and parents in the family home, establishing trust in the new relationships and completing together very detailed forms all about the child and family. Parents or carers are asked to commit at least two weeks to supporting their child's induction into the nursery. Daily telephone calls to reassure parents follow. The manager provides infant massage sessions that help parents to bond with their babies and come to terms with their relationships and feelings. Parents are offered and take up exciting training opportunities in the nursery's training room. Dads have produced a compact disc, 'Infant Joy-Lullabies for Babies'. Mums, dads and grandparents value the weekly sessions in the toy library of shared learning with their child. The head asked parents to work together to produce the 'Packed lunch Guidelines' using their ideas and experiences. They explain how proud they are of this achievement. Parents are encouraged to be at the heart of their children's learning. They observe their children and record their current interests for staff to use to build each child's weekly play and learning activities around. 'It has turned my life around' comments a parent, referring to the ongoing support and advice given by the head. (Standard 12).

What needs to be improved?

- the written recording of checks taking place for sleeping babies
- parents' signature on completed administration of medication forms.

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
7	Record checks on sleeping babies in writing and obtain parents' signature on completed medication administration forms.

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.