



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 253652

DfES Number: 581444

INSPECTION DETAILS

Inspection Date 04/02/2004
Inspector Name Rachel Castledine

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Bramble Hall Day Nursery
Setting Address Station Road
 Sutterton
 Boston
 Lincs
 PE20 2JH

REGISTERED PROVIDER DETAILS

Name Mr John Sail

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

Bramble Hall Day Nursery Opened in 1996. It is a privately run provision. The nursery operates from Bramble Hall which has five rooms used by children in addition to a well equipped enclosed outdoor play area. It is situated in the centre of Sutterton, a small village between the towns of Boston and Spalding. It serves the local area.

There are currently 117 children from birth to eight years on roll. This includes eighteen funded three year olds and ten funded four year olds. Children attend for a variety of sessions. The nursery supports children with special needs.

The nursery is open from 8.30am to 5.30pm throughout the year. There are 16 staff who work with children. Of these 13 already hold early years qualifications in childcare. The nursery receives support from the Lincolnshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Bramble Hall Day Nursery provides a good standard of care.

The majority of staff hold an appropriate childcare qualification or are working towards one. Unqualified staff are able to apply their considerable experience in childcare. The staff team are keen to develop their knowledge and skills and regularly undertake training courses, which they then share with colleagues at staff meetings. Documentation is well organised and clearly presented. However, some policies have insufficient information.

Staff have a good awareness of potential hazards and create a safe environment for children. Staff have good procedures for hygiene and encourage children to learn about this during the daily routines. The younger children's individual sleep and feeding patterns are accommodated as much as possible. Children's individual dietary needs are met well through interesting menus.

Varied play opportunities allow children to develop necessary and important skills with particular emphasis given to children's social and educational development. Planning provides a balance of activities both indoors and outside along with active play and relaxation. There is a varied and interesting range of equipment of a good quality, however, resources that reflect anti discriminatory practice is limited. Younger children have limited opportunities to play with natural resources. Staff are actively involved with the children and their play and are interested and keen to meet the children's needs.

Staff establish and value a positive relationship with parents. They are keen to care for the children according to their parents wishes. Staff maintain records containing important information about children's individual needs which are shared with parents. Parents are invited and encouraged to share time with their child within the nursery whenever possible, particularly during the initial settling in period.

What has improved since the last inspection?

Actions made at the last inspection have been met and these consisted of, ensuring hazardous plants are inaccessible to children, ensuring that equipment, resources and environment are well maintained, children are given privacy when using the toilet and domestic style furniture is provided in the baby room. Since the last inspection the carpet in the sleep area has been replaced and high chairs have been disposed of. These have been replaced with clip on low level chairs. Two cubicles have been created in the children's toilets providing the children with some privacy. Hazardous plants have been removed from the outdoor play area, ensuring that the children have a safe environment. Domestic style furniture has been provided in the baby room to enable the staff and children to sit together to share books and sit comfortably whilst nursing babies. A domestic style chair is now available.

What is being done well?

- Children are greeted affectionately as they enter the warm and welcoming environment. Children are happy and settled in their play. Photographs of active children and their pictures are displayed effectively around the walls.
- Children have regular opportunities for outdoor play, which is a balance of free and structured play. The playground is very well resourced providing opportunities for the children to gain and develop new skills.
- There is a good level of appropriately qualified and experienced staff. Staff are keen extend their knowledge through attending training courses. Support staff are employed on a daily basis allowing the nursery staff to work directly with the children.
- An interesting and varied menu of fresh produce is provided for the children on a daily basis. Special dietary needs are catered for.

What needs to be improved?

- access to natural resources within their every day play for the younger children
- documentation, by devising an operational plan, which should include the procedure to be followed in the event of a child being lost, extending the behaviour management and child protection statements
- the range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

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
14	Devise an operational plan which explain how the setting runs and how resources are used to meet the needs of the children. It should also include what procedures must be followed when taking children on outings.
3	Ensure the younger children have access to natural resources within their every day play.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
14	Ensure that there is a policy in place which details, the person responsible for co-ordinating behaviour management and incidents of bullying and that there is a procedure to be followed in the event of a child being lost. Ensure that the child protection statement holds details of how parents of informed of the nursery's responsibility to refer concerns and the procedure to be followed.

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

How effective is the nursery education?

Bramble Hall Day Nursery offers good quality nursery education where children make generally good progress towards the early learning goals. They make very good progress in personal social and emotional development and in creative development. Very good resources are used well to help children make generally good progress in physical development and in knowledge and understanding of the world. Children make generally good progress in communication, language and literacy.

Teaching is generally good. Staff have sound knowledge of the Foundation Stage of learning and provide a wide variety of activities to meet children's individual needs. Staff group children effectively and engage well with the children at each activity to provide individual attention. Staff set clear boundaries and expectations for good behaviour within the setting, and are themselves good role models. There is an effective system in place to offer support to children who have special educational needs,

Leadership and management is generally good. The nursery benefits from the stable leadership of the manager and from good team work of the staff. Communication within the setting is good. There is a commitment to continual improvement of the setting through regular evaluation of the educational activities provided in the nursery and through continuous staff development and training.

Partnership with parents is very good. Parents are well informed about the educational provision through a prospectus, regular newsletters and bulletin board notices of activities in the nursery. Parents express satisfaction with their children's progress in the nursery. They report their children are happy and they are particularly delighted to hear their children sing many different songs at home. Parents are encouraged to share what they know about their children and to be involved in their learning.

What is being done well?

- Children's personal, social and emotional development is very good. Children behave well, are courteous and co-operative.
- Children's communication skills are good. Children converse readily. They are beginning to write recognisable letters of the alphabet, and many can write their own names.
- Children's creative skills are developing very well as they are provided with many opportunities to express and communicate their ideas and feelings through songs, playing musical instruments, arts and craft, construction and movement.

- Staff work well as a team under clear leadership of the manager to provide a happy, stable environment for play and learning.
- Parents are given good quality information about the educational provision. They express satisfaction with their children's progress.

What needs to be improved?

- activities and resources to enable children to develop children's awareness and understanding of other cultures
- opportunities for parents to be regularly and actively involved in their children's assessment.

What has improved since the last inspection?

The setting has made generally good improvements since the last inspection. A revised individual Foundation Stage progress record is in place for each child, and staff use anecdotal records well to help complete the records. The staff encourage the children to take a more active role in treating the environment with care and concern. Children participate well in a paper recycling programme, they help water plants in the summertime and they attend to a bird table well.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen to learn and to try new activities and hear new stories. Children behave well. They are courteous and co-operative, are able to share and take turns and work effectively in a group. Children relate well to other children and to staff and are able to express their ideas and needs. Their independence skills are developing well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently and listen with attention to stories and instructions. They respond well to questions and are keen to share information they have. Children show a keen interest in books and handle books well. Children are beginning to recognise the letters of the alphabet found in their names. Words displayed on labels are little used to help children to read them. Many children can write their names using correctly formed letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children count beyond ten and some recognise numerals to nine. Children learn to use numbers in practical ways such as, time, date and measuring. Well planned activities help children recognise shapes, make patterns, make comparisons and match objects. Children's understanding of mathematical concepts such as addition and subtraction are developing well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Well planned activities enable children to investigate and make conclusions. Children use imagination well to design and construct using a variety of materials and techniques. They use electronic equipment well for number and letter recognition. Children visit the local school and learn about the work of people in the community from visitors to the nursery. Children have limited opportunities and resources to begin to know about other people and their cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence, good co-ordination and an awareness of space and of others around them. Their hand eye co-ordination is developing well as they aim and throw at targets successfully. They use the good resources available in and out of doors well. Fine manipulative skills are developing well. They handle a range of equipment with increasing skill. Children speak little of the changes they feel in their bodies following exercise.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children participate in many creative activities. They use a good range of resources which allows them to express well their ideas and feelings. Singing and music making is used well to enhance children's musicality and memory. Children use imagination freely in model making, sand and water play, art and crafts.

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

- plan activities to help children increase their awareness and understanding of other people and their cultures
- provide opportunities for parents to have active and regular involvement in their children's assessment.

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.