

Bramble Hall Day Nursery

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Bramble Hall Day Nursery opened in 1996 and is one of two nurseries owned by the same provider. It operates from a converted school building in Sutterton, a small village between the towns of Boston and Spalding, Lincolnshire. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8.15am to 5.30pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 67 children may attend the nursery at any one time. There are currently 72 children aged from six months to under five years on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery also offers care to children over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for early years education.

There are 21 members of staff, 13 of whom hold appropriate early years qualifications. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and settled in the nursery. Their individual needs are met because key persons know them well and use observations of their play and learning to help them to progress. The setting obtains information about children's needs and routines from parents and exchanges information about their progress. The nursery has good systems in place to evaluate and monitor its practice and work towards improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review routines to ensure that they are flexible and promote children's independence and active learning at all times
- develop the partnership with parents, encouraging them to share their own knowledge of children's achievements and starting points by contributing to the learning records.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because staff are aware of their responsibilities to refer any concerns they may have about children's welfare. Staff undergo a rolling programme of safeguarding training and

are reminded of procedures at regular staff meetings. There are good systems in place for checking that all staff appointed are suitable to work with children and adults are not left alone with children until they have been appropriately vetted. Security at the nursery is good. The main door is protected by a buzzer system and notices remind parents to close gates at all times. An internal CCTV system ensures that the manager can monitor all areas of the nursery from the office. Staff are clear about their designated responsibilities. Rigorous risk assessments have been conducted on all areas of the nursery and ensure that the environment is safe and secure for children. Fire evacuations are practised at regular intervals and a detailed record is kept of any issues arising. The accident record is reviewed regularly to identify any possible patterns or recurrences in accidents in order that these can be eliminated.

Resources are well organised in most areas of the nursery with toys being stored at children's level so that they can be independent and select items for themselves. In the baby room textured displays and mirrors are at children's level and children are able to move and explore their environment and the objects around them. Low furniture enables babies and toddlers to pull themselves up and be independent. An inclusive service is offered and all children are made to feel welcome and supported. The setting works well with parents and gathers information on children's needs and preferences. Parents are regularly updated about their children's progress. They have twice yearly consultation meetings and regular summary reports as well as a regular informal exchange of information. In the baby room a daily sheet goes home outlining significant aspects of the children's day. Although, the nursery has set up systems to encourage parents to contribute to the learning records, these are not working effectively. Parents are advised they can take the records home at anytime but records are not very accessible and few parents respond by contributing their own knowledge of children starting points and ongoing achievements, to make them active partners in the assessment process. The nursery shares information with other providers when children attend more than one setting to ensure continuity and progression and works closely with other agencies in the area. Self-evaluation systems and action plans are in place to monitor practice and identify where improvements can be made.

The quality and standards of the early years provision and outcomes for children

Children make good progress because key persons make detailed observations of their play and learning and use these to plan appropriate activities to help them move onto the next step. Planning within the different areas of the nursery takes into account what children are achieving and what their interests are. Children in the pre-school room are interested in the watching the builders working on the extension and as a result staff organise activities relating to building activities. The indoor environment is well-designed to support children's choice and independence, particularly in the main pre-school room and the baby room. Choices, however, are limited currently for pre-school children who use a smaller less well equipped room for parts of the day while changes to the building are being carried out. Some routines in the nursery do not fully support children's independence and active learning. For example, the toddler group children all tidy

up and sit down to snack together. The adults support them but not all children are able to sit and wait for the required time and the activity becomes less purposeful at this time. In the pre-school group there is an imbalance of adult-initiated activities and circle times which impacts on opportunities for active learning.

Children communicate confidently with adults in the nursery. They also chat to each other as they play. Staff interact well with children supporting them with sensitive questioning and giving them choices. Children are becoming familiar with print as they hang their coats up on labelled pegs and print is displayed throughout the nursery. Writing materials are easily accessible for children to write and draw.

Children are encouraged to count as they play and recognise numbers. Puzzles and construction toys help develop problem-solving skills. Children are able to be creative and use their imaginations as they stir pasta in the home corner, mix their own paint and make collages using a variety of materials. Babies are given opportunities to explore and investigate using their senses with corn flour and porridge mixture. Children learn about the world around them through cookery activities. They are becoming familiar with technology as they use the computer. Outside there is a range of small and large climbing equipment to develop children's physical skills and coordination. Children play with ride-on toys and walk over the balancing beam. Children are encouraged to share and take turns and staff provide good role models, talking to children quietly and kindly. Children form positive relationships in the nursery and are keen to demonstrate their achievements to staff.

Children's health is promoted well. They have opportunities for outside play everyday and go in all weathers. A large field is available with space to run, although, this is used mainly in the summer. A wholesome hot meal with fresh vegetables is provided everyday and snacks of fresh fruit are provided. The setting has taken part in a healthy childcare project and has undertaken activities with the children to help them to learn about a healthy diet. Some explanations are given at times in the daily routine about foods that are good for us. Children have some opportunities to be independent at snack times as they pour their own drinks and older children cut their fruit. A large cot room is available for babies and toddlers to sleep in comfort. A baby monitor is used as well as 10 minute checks to monitor the safety of sleeping children. Children are encouraged to wash their hands and signs in the bathroom remind them of good practice. Hygiene is generally good and appropriate procedures are in place to minimise the risk of infection. Staff are aware of protocols to follow when changing nappies and adults in the baby room wear slippers to keep the environment clean. Children are learning how to keep safe as staff remind them of the rules as they play and explain why they need to practise the fire drill. Children have built up warm and trusting relationships and so feel safe in the setting. They are encouraged to develop respect for different people through the use of resources which reflect different cultures. They are learning skills for the future as they learn to communicate and make progress in their learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met