

Becket Hall Day Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Becket Hall Day Nursery is privately owned and was registered in 2010. It is based at Becket Hall, a converted 19th century church building in the centre of the city of Bristol. The nursery operates from the hall and mezzanine floor of the property. The enclosed outdoor space includes a paved area and a garden for children's outside play. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 36 children in the early years age range may attend the nursery at any one time. There are currently 33 children aged from six months to under five years on roll, some in part-time places. The nursery currently supports a number of children learning English as an additional language.

There are five full-time and one part-time members of staff, all of whom hold appropriate early years qualifications. Of these, one member of staff is working towards a further qualification and another is booked for training to work towards Early Years Professional Status. The nursery provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in many aspects of their learning and development because staff know the children well and take account of their individual needs and interests in order to plan effectively and ensure that they usually remain interested and engaged. Most procedures and policies are well documented and implemented to help to ensure that children's health and safety are actively promoted. Developing links with parents encourage their participation in their children's learning and the organisation of the setting. Well-established strategies for reflective self-evaluation involve parents, children and staff members who all contribute to the identification of priorities for improvement which positively results in better outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it includes information on who conducted it and date of review (Safeguarding and promoting children's welfare)

08/12/2010

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

- consider the nursery routines and presentation of indoor and outdoor resources to provide well-planned experiences to support children's spontaneous play and current interests to increase their concentration and independent learning
- encourage children to understand the importance of keeping healthy through the consistent implementation of good personal hygiene routines.

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting is good and staff are focused on promoting children's welfare, learning and development. There is a strong emphasis on safeguarding as policies are well understood and implemented by all staff. This means that they are well placed to protect children who may be at risk. An effective risk assessment programme is used to ensure that the premises and resources are safe and suitable for children to use, though the documents do not all show by whom and when these were checked. Robust employment procedures are in place to make sure that adults working with children are suitable for their roles. Effective settling-in systems and stable staffing groups enable children to develop strong bonds with the adults and are happy in their care.

The very clean nursery is well equipped, with a wide range of high quality resources available which are often imaginatively used to support children's learning and development. The deployment of staff is well considered so children benefit from good levels of adult support. Practitioners actively promote inclusion as they acknowledge and value differences, ensuring that their plans take account of children's individual needs. Careful planning of the environment, such as the use of small furniture, promotes inclusion by ensuring that even the youngest children can take part in sociable mealtimes.

Clear strategies for self-evaluation effectively identifies areas for development in the nursery, including enhanced outdoor provision. The management takes good account of the views of staff, parents, children and other professionals in order to highlight areas for improvement, and takes positive action to drive future progress, for example, ongoing changes to the monitoring of assessment are having a positive impact on the outcomes for children.

Parents and carers have a strong involvement in the setting. They have good opportunities to regularly contribute to children's activities and learning experiences and to provide additional information used in the assessment of their child's progress. The key person system works well so parents feel supported and involved. Arrangements, such as online information and home/nursery diaries, mean that parents are well informed. The nursery has systems to identify and liaise with other settings the children may attend to ensure that development and learning records and other relevant information are shared.

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

Overall, children make good progress in their learning and development. This is because adults are aware of their individual interests and needs and use this knowledge to plan effectively for their next steps. For example, children's interest in messy play, for example, with shaving foam is used as a basis for their learning. Starting points are effectively measured using information from parents which means that staff are well placed to promote children's learning from the outset. A well-established programme of observation and assessment is used alongside information from parents to gain information to be used to map children's progress towards the early learning goals. Children learning English as an additional language are well supported in liaison with their parents who provide lists of words to enhance settling and learning. The well-balanced programme of adult and child-led activities fosters children's focus well on their learning though, in their enthusiasm for a particular activity, staff sometimes interrupt children's concentration rather than allowing them to join in at their own pace.

Children progress well in all areas of learning which means that they actively develop skills for the future. They enjoy a good balance of adult-led and child-initiated activity, both in and out of doors. Personal, social and emotional development is evident through developing friendships and cooperative play. Children speak confidently with staff and are eager to learn words, numbers and songs in French. They enjoy choosing books and listening very well to stories. They make marks with pens and chinks and recognise their own named mats at snack time. Problem solving, reasoning and numeracy skills are developed as children build models, make patterns with pegs and count during number rhymes, such as 'Five little ducks'. They discuss relative sizes and frequently use mathematical language correctly in their play. Children actively learn about the wider world, and enjoy regular trips out, for example, to the library and Castle Park. They make good use of multicultural resources, including books in different languages. They positively benefit from sharing information on each other's culture and background, including photographs provided by parents. Daily opportunities for activities, such as singing, dancing and use of wheeled toys, mean that physical development is well promoted. Frequent opportunities for imaginary and role play enhance children's creativity, although opportunities for self-expression are sometimes inhibited when children are not able to independently access resources available, such as glue and paint.

Children feel very safe and secure in the setting as they have strong bonds with staff, particularly their key person. They learn to keep themselves safe through well-planned activities, such as practising road safety on the nursery 'roadway' and on trips. They are familiar with emergency procedures as they regularly practise evacuation drills. They learn about many aspects of a healthy lifestyle, for example, the value of exercise and how milk helps to form strong teeth. However, sufficient attention is not always paid by adults and children to hand washing to prevent the spread of infection. Children have free access to drinking water to keep themselves hydrated and make healthy choices from ample foods at snack

and meal times. They enjoy being involved in preparing food, for example, helping to cut different fruits and making blackberry jam.

Children behave well as they are supported well to be polite and to think of others. They willingly share toys and take turns, for example at the computer, and respond well to the gentle encouragement of staff. They relish opportunities to take on responsibility; for example, planting the vegetable garden, sweeping up sand and collecting younger children's shoes. They gain good confidence to make decisions, placing their photographs on boards to indicate the indoor or outdoor area in which they wish to play.

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	3
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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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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