

Blenheim Children's Centre Nursery

Inspection report for early years provision

Unique reference number EY344258
Inspection date 18/11/2010
Inspector Anthony Mundy

Setting address Blenheim Road, Orpington, Kent, BR6 9BH

Telephone number 01689 832309

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Blenheim Children's Centre Nursery was registered in 2007 in purpose built premises on the site of Blenheim Infant School, in the London Borough of Bromley. The nursery serves the local community, and is operated by Bromley Early Years & Childcare Services. It is registered on the Early Years Register, and on the voluntary and compulsory parts of the Childcare Register. A maximum of 33 children aged under eight years may attend at any one time. Not more than nine may be under two years at any one time. Currently, 44 children are on roll. The nursery cares for children with special educational needs and/or disabilities and some children who speak English as an additional language. They are grouped by age, in two rooms, with accessible toilets and nappy changing facilities. The nursery also has exclusive access to an enclosed outdoor play area, and shared use of a garden area and a playground. The nursery opens weekdays from 8am to 6pm, with the exceptions of bank holidays and staff training days. Children may attend any number of sessions, but must complete one full day or two half days, as a minimum, each week.

A team of eight staff includes a manager, who is the special needs coordinator, a deputy manager and nursery officers. Each member of staff has a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is good overall and is fully inclusive. It provides children with outstanding care and interesting activities in a relaxed and welcoming environment. Staff understand, and respond effectively, to the welfare and learning needs of each child. Relationships are consistently good. Parents and carers have great regard for the nursery, and they value the information received about their children's progress in all areas of learning. The system for self-evaluation is good, and the nursery has good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- make full use of assessment material when planning for children's progress in each area of learning.

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding. A particularly strong and beneficial relationship with the local authority brings professional expertise to recruitment procedures and arrangements for staff induction. Other relevant procedures and policies are

regularly reviewed and updated, and the manager and all staff are regularly trained in safeguarding and child protection. They understand clearly how to respond to welfare concerns, and are vigilant in ensuring that children understand how to keep themselves safe at the nursery, and in the community. Parents and carers nominate individuals to collect their children at the close of a session, and a password system helps to verify unfamiliar adults. An exemplary programme of risk assessments maintains a secure environment for children and adults. Each adult has a 2010 food hygiene certificate, and four have a paediatric first aid certificate. In the reception area, a notice indicates a dispenser for hand gel, and encourages visitors to disinfect their hands before entering the nursery.

Leaders consistently improve the nursery's provision, and are ambitious for further improvement. All staff contribute to a self-evaluation process accurately identifying the nursery's strengths and areas for development. In implementing the recommendation of the previous inspection, the nursery has developed a system of extensive narrative and photographic recording of children's achievements, including sufficient assessment information for improved identification of next steps in learning. Staff have good knowledge of the children's strengths and weaknesses, and provide many stimulating activities. Although a large volume of material recorded for each child confirms numerous completed activities, planning for individuals often focuses on the activities, rather than the development of specific skills. Leaders are aware that this aspect of assessment is an area for development.

Engagement with parents and carers is good. They are always welcome at the nursery, and sometimes contribute their personal and professional skills to activities. They receive a monthly newsletter, and their responses to a recent questionnaire indicate overwhelming appreciation of the nursery's services. In the reception area, a message board details daily events and much additional information, including nursery aims and planning, and policies for inclusion and multicultural engagement. In discussion, parents and carers confirmed good communication, and their children's good progress in all areas of learning. In discussion, one parent was especially pleased to report how her previously timid child had quickly gained confidence, and now keenly anticipated all activities.

Resources are good overall, in good condition, and effectively deployed to offer challenge and stimulation for all children. Many resources, including books and dressing-up clothes, promote ethnic diversity. The celebration of numerous festivals develops children's knowledge of a variety of cultures and religions. The nursery has good working relationships with the adjacent school and children's centre, sharing information and providing continuity of care, and a similarly good relationship with the local authority.

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

Children greatly enjoy the programmes of structured activities and free play. They often concentrate for significant periods of time on self-selected or adult-led activities. Their behaviour is consistently good, and is often outstanding. For

example, during the inspection, two children at a small table collaborate to avoid their programmable toys colliding or falling to the floor. They demonstrate how excellent relationships and negotiating skills make a very positive contribution to the nursery community. Sensitive adult leadership of group activities develops children's confidence and self-esteem. All children locate their coats before outdoor play, and some fasten buttons and zips. Good procedures for recording and assessment do not always extend to detailed planning for individuals, but staff's knowledge of children's strengths and weaknesses ensures good progress in all areas of their development.

Children participate enthusiastically in numerous activities. They have easy access to a good variety of toys and resources linked to each area of learning. They are encouraged to write and mark-make and staff attractively display many good examples of their work. Children are keen to show their achievements. During the inspection a boy instantly located an example of his 'very best' work displayed on the wall. Other displays demonstrate children's activities in matching and counting. A class newspaper focuses on their interest in space travel, a project developed from a previous mathematics theme. Children have good communication skills. All converse easily with friends and staff, and the most advanced children engage visitors in animated conversations.

Mealtimes and snack times and are very sociable occasions, meticulously organised. At teatime, the nursery provides snacks based on the local authority's healthy eating guidance. Children distribute plates and cream crackers, and help themselves to grated cheese, coleslaw and fruit slices. Children have some understanding of the importance of healthy lifestyles. They identify some healthy foods, and know why they should exercise regularly and drink plenty of water. They demonstrate knowledge of personal hygiene by spontaneously washing their hands after using the toilet, and before eating. In the outdoor area, they enjoy many vigorous activities, navigating obstacles, balancing and walking on benches, swinging on suspended bicycle tyres and riding a good variety of wheeled toys. In quieter moments, they write with giant chinks, count with a giant abacus and observe mini-beasts in an 'insect hotel'.

Babies settle very comfortably in their allocated room, with adjoining sleeping area. They participate in a good variety of activities, developing confidence in their surroundings, and in the adults caring for them. They are relaxed and attentive, responding warmly to the actions, rhymes, and songs of the adults they know, and with rapidly increasing confidence to the attentions of visitors. They understand established routines, responding immediately when adults ask them, in rhyme, to offer their hands for cleaning before lunch, and their faces and hands for cleaning after lunch. During the inspection adults cheerfully pacified the few all-day babies who, immediately after lunch, did not settle quickly to sleep. While awaiting collection, morning babies played happily with construction sets and wheeled toys. Before tea, adults ensured that babies were warmly clothed for a session in the sheltered outdoor area.

Staff understand how the early learning goals are linked to child development. Their observations are a good basis for planning 'next steps' in learning, through discreetly guiding activity choices, or by introducing adult-led activities. Their

observations are monitored to ensure that all children engage in the six areas of learning. Children make good progress in all areas, and some make outstanding progress in social development. Children feel safe at the nursery. They know that staff value them, and will always respond to their suggestions and requests. Relationships between children and adults are consistently respectful, relaxed, and good humoured. Children develop valuable skills for the future, including mutual care, attentive listening, clear speaking, good manners and persistence in activities.

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	1
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
--	---

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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