

Gems Bolitho Nursery

Inspection report for early years provision

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Inspector

Lynne Bowden

Setting address

The Bolitho School, Polwithen Road, PENZANCE, Cornwall,
TR18 4JR

Telephone number

01736 363 271

Email

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

Gems Bolitho Nursery registered in 2010 and is one of 12 nurseries run by GEMS Ltd (Global Education Management Systems Ltd). It operates from the day nursery, the pre-school and infant school buildings situated within Bolitho School grounds in Penzance, Cornwall. A secure garden, the infants' playground and the grounds of the school are used for outdoor play activities. The premises are accessible. The nursery is open each weekday from 8am until 5.45pm for 51 weeks of the year.

A maximum of 92 children in the early years age range may attend the nursery at any one time. The provision is registered by Ofsted on the Early Years Register. There are currently 65 children attending who are within the early years age range. They live in surrounding towns and villages. The nursery is in receipt of funding for the provision of free early education to children aged three and four. The setting supports children with special educational needs and/or disabilities..

There are 19 members of staff. All except one have early years qualifications to NVQ Level 2 or 3. One member of staff is currently working towards an additional qualification. The manager has Qualified Teacher Status. The setting receives support from Cornwall Council's Children, schools and families directorate.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, happy and secure at this setting. Staff plan and provide a wide range of activities which interest children and promote their learning and development. Parents are generally well informed about the provision and their children's achievements. Links with outside agencies promote children's development and support staff in meeting children's needs. Health and healthy lifestyles are usually well promoted. The setting has identified some of their strengths and weaknesses and plans for future improvement.

What steps need to be taken to improve provision further?

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

- promote children's awareness of good hygiene practices
- encourage consultation with parents and their involvement in planning for their children's progress to ensure continuity and support children's development and progress.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by the effective recruitment and vetting procedures which ensure that children are cared for by suitable and qualified staff. There is a comprehensive safeguarding children policy and all of the staff have attended training on this issue. The premises are secure with systems in place to control access. Risk assessments are regularly carried out. Effective systems ensure that the staff's first aid training is kept up to date and the school nurse is also available. Staff are familiar with and conscientiously follow policies and procedures relating to illness and injury. However, good hand washing habits are not consistently promoted. The premises can be fully accessible, if fire doors are used for users of wheelchairs to access the baby and toddler rooms.

When children start, staff seek necessary information from parents about their children's needs. This along with staff observations enables staff to quickly establish children's starting points. The setting successfully works with other agencies, such as speech therapists to meet children's needs. Parents value the support and reassurance that the staff provide. They are kept informed about their children's activities and progress through informal feedback and daily records of younger children's routines. Children's 'All about me' books recording progress are available for parents to see. However, there is no effective system to consult with parents about children's progress or involve them in identifying the next steps for their children. The setting works with other settings to support children's transitions between providers and plans to develop these links. Staff effectively use observations of children to plan and provide activities that interest individual children.

The nominated person and manager are very committed to improving the setting. Staff are encouraged to attend training. Regular staff meetings ensure all are aware of the aims of the setting and enable them to identify areas needing development and discuss these with management. Some improvements have already been carried out, such as repairs and redecoration of some rooms. The provision is aware of the need to make further improvements to resources and buildings, for instance, developing access to outdoor play for children of all ages and ensuring that appropriate temperatures are maintained in all areas.

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

Children are confident and secure in the setting. They make good progress in all areas of learning. They enjoy and are interested in the range of activities and resources available to them. Daily access to the outdoor play area enables most children to enjoy the fresh air in a variety of weathers, though this is less accessible to babies and toddlers. They learn about the environment as they enjoy their outdoor play and older children thoroughly enjoy searching for and splashing in muddy puddles. Indoors they develop awareness and control of their bodies

during the fit and fun sessions. Children begin to recognise different letters and the sounds associated with them and happily recreate their shapes in sand. They enjoy exploring books and listen to stories. They consolidate their knowledge of familiar stories as they re-enact plots with their friends in dressing up clothes. Children develop coordination and awareness of space and size as they complete jigsaw puzzles and use blocks to build towers and Snow White's house. Older children begin to use their knowledge of number in computer activities, matching different numbers together. There they also practise and develop their mouse skills. They learn about and respect difference and diversity through their routine access to resources showing different lifestyles and cultures. Unfortunately they sometimes become frustrated when they try to use and play with toys that are not fully functional. They learn to show consideration for each other and awareness as they learn to share, with encouragement and support from adults.

Babies and young children are comforted and reassured well by staff, who respond with patience and concern to their needs. Sleeping children are checked frequently. However, staff need to carefully monitor the temperature in the toddler room as, during the inspection, it only just met work place regulations. Children receive mixed messages about hygiene practices. After meals, staff conscientiously use individual flannels to clean babies' hands and faces. However, risk of cross infection is increased when older children share a towel after hand washing. Children show their awareness of good hygiene practices as they automatically go to wash their hands after going to the toilet, but are not always reminded to wash their hands before eating.

Children enjoy sociable meal times as they and staff sit around tables together and enjoy their nutritious meals. Babies are safely strapped into their high chairs and included in these sociable circles. Children are well behaved, they learn to behave safely, share their resources good naturedly and help staff tidy toys away. Their ability to cooperate and behave appropriately along with their growing communication and computer skills equips them with skills for their future well-being.

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	3
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	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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