

Birdhurst Day Nursery

Inspection report for early years provision

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Inspector Jane Chappell

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Birdhurst Day Nursery has been operating since 1998 and re-registered in 2010. It is privately owned and run by a committee of the charity, Christian Family Concern. It is located in a residential area of South Croydon, within walking distance of South Croydon train station; it is also well served by local buses. The nursery operates from purpose built premises and has parking facilities on site. There are two floors with four rooms on the upper level and three larger rooms downstairs. Children have large outdoor play areas as well as separate play areas for babies and toddlers.

The nursery is registered on the Early Years Register to provide care for 56 children at any one time and there are currently 68 children on roll, some in part-time places. The nursery is open each week day from 08.00am to 6.00pm for 51 weeks of the year. The nursery supports children with special educational needs/and or disabilities on roll.

There are 18 members of staff, 16 of whom hold level three early years qualifications and the remaining two are working towards this qualification. The setting provides funded education for three-and four-year olds and receives support from the local authority through an Early Years Advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development so that overall the individual needs of the children are well met. Children are safe and well cared for in the welcoming, inclusive environment. Strong partnerships with parents help ensure children make good progress in their learning, given their age, abilities and starting points. There are relevant plans for the future which demonstrates a commitment and vision for continuous improvement, resulting in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to enjoy outdoor play
- provide more opportunities for children to become independant, such as at snack and meal times, so as to be able to serve themselves and pour their own drinks.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. Robust recruitment procedures ensure that staff are suitable to work with children and are appropriately qualified. Staff have an understanding of their responsibilities in relation to child protection and are familiar with the procedures to follow if they have concerns about a child. All required documentation that promotes children's health, safety and well-being is in place and is kept up to date. Space and equipment is well organised and helps create a welcoming learning environment where children of all ages can easily access play materials independently. Risk assessments contribute to children's safety and staff take steps to minimise any risks.

Staff and management make good use of self-evaluation to identify any areas for development and improvement and take action to make changes where needed. For instance, since the last inspection they have introduced a tracking system, which helps them identify the next steps for groups of children as well as individual children. This consistently supports the children's learning.

Partnership with parents is strong and contributes to children's positive experience at the setting. Parents are provided with good quality information about the setting and their child's experiences whilst attending the setting. Parents are warmly welcomed into the setting such as when their child is settling in and also to accompany the setting on trips and to come in and share their expertise. Parent's questionnaires state that they are happy with the setting and include comments such as, 'lovely family atmosphere; we read the review and felt in really summed up our son, thank you. Very caring staff, very pleased, setting has low turn over of staff, good consistency, thank you for your care and support of our child'. The setting has developed links with other professional agencies, and the local schools that children move on to, ensuring that all children are fully supported within the inclusive environment.

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

Children are relaxed, happy and confident at the setting. They move freely and safely around the setting as staff are vigilant in ensuring safety precautions are all in place. Children learn to keep themselves safe as they are gently reminded to walk inside and how to use the equipment safely. Children are developing an awareness of good hygiene practices as they wash their hands before snack and meals and are reminded to blow their nose and put the tissue in the bin. Children have good relationships with each other and generally play harmoniously together for example as they sit together in the home corner pretending to have a tea party.

Staff work well together as a team and have a common sense of purpose to ensure that all children have the opportunity to achieve as well as they can.

Information gained from, tracking, observation and assessments is used well to ensure that planned activities build on children's existing skills and knowledge and help them progress towards the next steps in their learning, although, the lack of use of the outdoor play for the younger children means that they have fewer opportunities to benefit from outdoor play and daily fresh air.

Children develop skills in using everyday information and communication technology as they complete simple programs on the computer and move around the setting taking photos of their friends. They are learning some independent skills such as when they put their work in their own trays and going to the toilet independently. However, this is not fully extended in all rooms of the older/ more able children for example, to pour their own drinks and serve themselves at snack and meal times. Children learn about others as parents come in to talk to them about festivals such as Eid and Divali.

Children enjoy simple problems during everyday activities, joining in with discussion about the weather and counting how many children are in the group today. Children begin to use their phonic knowledge as they sound out the day of the week and the month, and enthusiastically put their hand up as they are given an opportunity to share their news with the group. Young children delight as they rip up the paper and excitedly say hi into the phone and smile and repeat this as a member of staff gets down to their level and joins in with the good fun. Children learn about what keeps us healthy, as staff encourage them to eat the carrots at snack time explaining how they help our bodies be healthy. Children enjoy searching in the garden for 'snakes' excitedly showing all the photographs they have taken on the computer of the 'very large worm'. Young babies happily explore their room as they investigate the play centre pressing the button again and again as each time it makes a noise. Consequently, children are able to have fun and progress with their understanding and thoroughly enjoy their time at the setting.

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	2
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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