

# Braeside Day Nursery

Inspection report for early years provision

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**Unique reference number** 139413  
**Inspection date** 31/01/2011  
**Inspector** Lorraine Sparey

**Setting address** 1 Braeside Road, Paignton, Devon, TQ4 6BX

**Telephone number** 01803 557012

**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**

Braeside Nursery is a privately owned Neighbourhood Nursery. It has been registered since the 1960s, but under its current ownership since 1988. It is situated in a quiet residential area in Paignton and occupies rooms attached to the owner's home. The nursery cares for babies and children up to five years old, who are accommodated in three separate units for babies, toddlers and preschool children. The toddlers are cared for on the first floor. Children have access to enclosed play areas.

The nursery is open between 7.30am and 6pm on Mondays to Fridays for 51 weeks of the year. It is registered on the Early Years Register to provide care for a maximum of 69 children, and there are currently 76 on roll. The nursery is receipt of nursery education funding for two-, three- and four-year-olds. The nursery supports children with learning difficulties and/or disabilities and children who learn English as an additional language.

There are 16 members of staff working with children, including a cook. Of these, 14 hold early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are confident and settled in the welcoming nursery environment. Generally the daily routines support children's needs however, on occasions this is not the case. Staff greet them warmly and provide a broad range of activities to meet their individual needs. As a result children make good progress in all areas of their development and learning. Staff and management are committed to continually reflecting on their practice ensuring positive outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- review the transition times to ensure that children are not sitting for long periods
- review the organisation and routines of the day to ensure children's independence is promoted particularly at mealtimes and through the use of resources.

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate clear knowledge and understanding of the setting's policies and procedures with regard to safeguarding. They are able to describe effective procedures to follow in the event of a concern being raised regarding children's welfare. Risk assessments and daily safety checks enable staff to ensure that the environment is safe and well maintained. Keypad entry systems in all areas throughout the nursery enable them to monitor who is in the building at any time. Recruitment and vetting procedures are thorough ensuring that adults working with the children are suitable to do so.

Staff are deployed effectively to meet the needs of children throughout the nursery. They show genuine interest in what the children have to say and do. Generally the routines and transition times are well planned. However, at times, some children sit for long periods, either listening to a story or waiting for their lunch. As a result some children become restless. There is a broad range of resources throughout the nursery and children are encouraged to access them throughout the day. Equipment includes positive images of many aspects of our diverse society to increase children's understanding of respecting and valuing differences.

Effective monitoring and evaluating systems ensure that staff, parents and children are involved in the process. Parent questionnaires, informal discussions with staff and children provide opportunities for them to have their input. Regular meetings with other early years providers and the local authority provide opportunities to share good practice. Staff work well together as a team and are encouraged to increase their skills through training.

Staff develop good relationships with parents encouraging them to be fully involved in their child's time within the nursery. Good wall displays ensures that parents are aware of their children's 'learning journeys' and 'passports', encouraging them to view them at any time. Parents report that their children are happy, settled and making good progress in the flexible environment. Their children particularly enjoy the opportunity to bring 'Diesel' a soft toy dog home to spend time with them. The families take photographs or record the adventures Diesel has been on. Some of these have been made into a large wall display which the children enjoy looking at and talking about. There are some good systems in place to share information with other early years settings to ensure a cohesive approach to children's learning.

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

Children clearly enjoy their time within the setting. They benefit from the good interaction between themselves and the staff. Consequently, they are developing good relationships with their peers and the adults. Age-appropriate activities and

play opportunities are provided throughout the nursery. Babies enjoy exploring paint with their fingers and bodies, making marks on paper. They explore treasure baskets with natural materials and benefit from staff continually talking to them promoting their communication skills. Toddlers enjoy role-playing shops. A member of staff encourages them to agree roles of being the shopkeeper and customers. They enjoy listening to well read stories and the member of staff encourages them to think about what comes next in the story. Older children role-play castles and benefit from small world play relating to their interest such as dinosaurs. In addition visitors from a local museum talk to the children about dinosaurs showing them fossils and bones. Children thoroughly enjoy looking at books they have made themselves. They are encouraged to develop their own creative ideas, however at times; their independence is not fully supported. For example, older children are unable to use scissors without direct supervision.

Staff demonstrate sound knowledge of the Early Years Foundation Stage framework and how to plan effectively to meet children's individual needs. Spontaneous and focused observations enable staff to review children's progress and plan effectively for their next steps in their development.

Children have good opportunities to learn about healthy lifestyles. They have the opportunity to play in the outdoor area increasing their fitness levels in the fresh air. They benefit from healthy and nutritious meals. Lunchtime is generally a social occasion with staff and children. However, the older children's independence is not always promoted to enable them to pour their own drinks for instance. Children learn about how food grows through planting and tending to their produce. Children are beginning to learn about safety. A member of staff talks to a child playing with the cars about road safety and praises the child when they say 'You must stop when the light is red'.

Children's behaviour is good given their age and stage of development. They are polite demonstrating good manners at the table and they say please and thank you at the appropriate times. Children learn about the community and the wider world through projects and discussion. For example, children perform their nativity play at the local theatre for parents.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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