

Barnfield Day Care (North)

Inspection report for early years provision

Unique reference number

105255

Inspection date

07/02/2011

Inspector

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Setting address

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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*.

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.

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Description of the setting

Barnfield College (North) Day Nursery opened in 1998. The nursery operates from a refurbished and extended play room. It is situated within the college premises in the New Bedford Road area of Luton, Bedfordshire. All children share access to a secure outdoor play area. A maximum of 35 children may attend the nursery at any one time. The nursery opens 9am to 5pm, Monday to Friday, during college term time only.

There are currently 31 children aged from two to five years old on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions. The nursery serves the local community and wider areas. The setting supports children with special educational needs and/or disabilities and children with English as an additional language

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs eight staff, all of whom, including the managers, hold appropriate early years qualifications. The manager is currently working towards Early Years Professional status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children in the early years age range are making outstanding progress as staff have a very good understanding of the Early Years Foundation Stage and the developmental needs of young children. A child centred environment is provided, where children's competencies and abilities are fully integrated prompting children's personal, social and emotional development and overall well-being. The organisation of resources including staff deployment is excellent. As a result children are self-motivated in their learning. Partnership work with parents is outstanding as staff have established very good relationships with parents to ensure children's needs are fully met. Self-evaluation systems have been developed, however, further review is required to ensure progression is effectively tracked.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop self-evaluation to ensure progression is effectively tracked.

The effectiveness of leadership and management of the early years provision

All required documentation including policies and procedures are in place. They are comprehensive and extensive successfully supporting the smooth day to day operations of the nursery. The effectiveness of safeguarding is outstanding as staff have a very good understanding of their role in protecting children. The designated safeguarding officer has attended recent training and also takes part in local authority audits ensuring that their systems are robust. There are effective and robust procedures for checking staff and volunteers suitability, ensuring all adults working with children are suitable to do so. Risk assessments are comprehensive and are regularly audited ensuring that high standards are maintained and any hazards are identified and repaired promptly, for example, the garden fencing. Comprehensive risk assessments are in place for trips out, further safeguarding children.

The organisation of daily routines, resources and staffing ratios are outstanding, ensuring all children are exceptionally well cared for and continuity of care is extensively promoted. There are very good systems in place for the transitions in the day, such as mealtimes, and ensuring that all children across the age range are settled, calm and effectively looked after. A fully inclusive and exciting play environment for all the children is provided, as a result all children are able to make a positive contribution. Team work is outstanding as clear and effective staffing structures are in place and successfully support staff's working practices and meeting the needs of the children. All staff are fully supported through regular team meetings, staff appraisals and the commitment towards continued professional development. Consequently, all staff have a good understanding of their roles and responsibilities. Since the last inspection the nursery environment has been extended and refurbished. They have implemented home link work with families and is part of the 'Healthy Eating' forum. Self-evaluation has been developed, however, further review is required to ensure progress is clearly identified and effectively tracked.

Partnership work with parents is outstanding as staff endeavour to build effective professional working relationships with all the parents. There is very good verbal and written communications between parents and staff, as staff are attentive to listening to parent's requests and concerns. The effective admissions procedure for new children ensures very good information is shared before the children start the nursery. The notice board, newsletters and parent meetings ensure parents are further informed about their child's care and developmental needs. Children's learning within the home is further supported through story, puppet and math sacks being taken home by the parents. Parent's complementary comments include the extensive range of activities, children making good progress and staff being approachable and friendly. Very good systems are in place with those delivering the Early Years Foundation Stage to ensure transitions are effective and continuity of care is promoted.

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

Planning, observation and assessment arrangements are fully integrated and cyclical within the nursery ensuring children's individual needs, play and learning styles are effectively tailored. Children's assessment profiles are extensive, including initial assessments, regular observations, next steps and parents comments. Consequently, they provide a rich textual narrative of children's learning journey. Overall, children are making very good progress considering their capabilities and starting points. Diversity is fully integrated within the nursery as there is a very good range of resources, activities, dual language posters and notices. Children also participate in planned topics, for example, Christmas, Eid, Dwali and Easter, further supporting children's learning of the wider world.

Children are happy, settled, confident and self-motivated as staff successfully and extensively provide a fully inclusive play and learning environment in which children are able to make a positive contribution. Their communication skills are fully supported as staff use a range of descriptive language and open ended questioning to developed shared and sustained thinking with the children. Children's early appreciation of books is effectively promoted as there is an extensive range of information and story books offering both instruction and delight. Children enjoy nursery rhymes and action songs, for example, 'Wind The Bobbin Up'. Mark making and early number work is fully integrated within the nursery as activities. Daily routines and staff interactions promote very good play and learning experience, for example, creating designs on the smart board, finding their names at lunch time and number rhymes.

The garden area provides an exciting area for children to explore and exercise. They are skilful in riding tricycles and climbing on the small climbing frame and they also enjoy chalking activities. During the summer months children are able to plant bulbs and seeds and observe the insects and mini-beasts. Children have good opportunities to learn about simple technological process as they are able to use computers, electronic books and the smart board. They also learn about the local community as they have regular trips to the local park and also take bus rides to the local library for story sessions. Very good opportunities to develop their large physical skills as they enjoy pushing buggies around the setting and also stepping on and off large wooden blocks. Children's finer manipulative skills are effectively supported through the very good range of mark making materials and building activities. They particularly enjoy playing with the cog wheels, fitting in the shapes and making the wheels turn. Children's behaviour is excellent as they model staff's considerate, polite and caring approach to managing children's behaviour. Staff consistently and patiently remind children of the rules, to share with their peers and wait for their turn and they offer lots of praise, encouragement and reward to support and motivate the children.

Children being safe and promoting healthy lifestyles is outstanding as these are integral practices within the nursery. Staff ensure that children learn about their own personal hygiene, through daily routines and visual and verbal reminders. Staff ensure children wear appropriate clothing, for example, individually labelled

snow suits and wellington boots during the winter months and ensuring sun cream is applied during the summer months. Very good nappy changing procedures and the regular disinfecting of surfaces further minimises cross-infection. Snacks are healthy and nutritious as all food is low in sugar, salt and fat content and staff work with parents with regards to the provision of healthy pack lunches. Children are able to access fresh drinking water throughout the day ensuring that they remain hydrated. Excellent systems are in place to support children with dietary needs. This includes obtaining all the information, writing detailed care plans and regular review of children's dietary needs. Overall, their health and well-being is extensively promoted.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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