

Blackburne House Nursery

Inspection report for early years provision

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Inspector Denise Sixsmith

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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

Blackburne House Nursery was registered in 1994 and is operated by a board of trustees. It is based within Blackburne House College for Women situated in the city of Liverpool. The nursery operates from 8am to 6pm each weekday for 51 weeks of the year. Children are cared for within rooms in a designated nursery area as well as having use of the hall within the building. There is an enclosed outdoor play area.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 30 children in the early years age range may attend the nursery at any one time. There are currently 42 children in this group on roll. The nursery provides care for children with special educational needs and children with English as an additional language.

The nursery employs two managers who are qualified to National Vocational Level 4 and nine members of staff all of whom hold early years qualifications to at least Level 3. The nursery provides funded early education for three and four-year-olds and receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The experienced staff team support children's needs very well. Children make good progress in their learning and development and staff know their key children's abilities well. The nursery actively promotes inclusion and children play with resources which positively reflect diversity. Ongoing evaluation of the setting promotes good quality continuous improvement. Good links with parents ensure that they are kept well informed about their children's progress and links with other providers are developing.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that prior written permission for each and every medication is obtained from parents before any medication is given. (Safeguarding and promoting children's welfare)

25/02/2011

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

- develop systems further to enhance the flow of information of children's

learning and development with other providers of the Early Years Foundation Stage

- review the risk assessment procedure to ensure it covers everything children may have contact with in this instance access to the laundry.

The effectiveness of leadership and management of the early years provision

The children are kept safe because safeguarding is given a high priority within the nursery. Robust recruitment procedures ensure that all staff working with children are suitable to do so. There is a clear line of responsibility for reporting concerns about children's welfare and staff are clear about their duty to report such concerns. All members of staff have been provided with copies of the safeguarding policies and procedures with most having received specific training. Staff conduct daily safety checks of the premises and outdoor play area, and written records are in place. However, the self closing system on the door to the laundry does not work effectively, which poses a potential risk to children's safety. The nursery is committed to providing training and professional development support for staff. A number of staff hold current first aid certificates and the first aid boxes are well stocked to ensure that minor accidents can be dealt with appropriately. All required records are in place and most are maintained to an appropriate standard. However, the systems for ensuring that all medication consents are in place are not sufficiently rigorous to meet requirements at all times.

The managers and staff team work well together, and they all contribute and make suggestions for improvement. Parental comments and responses on questionnaires are valued and taken on board, in order to continuously improve the quality of the service. The recommendations set at the last inspection have been implemented to improve the learning opportunities and the welfare of the children. Future plans include, the continuing development of the outdoor area to enhance outcomes for children. Staff work very well with other professionals to ensure a good support system is in place for children and families. However, links with other providers delivering the Early Years Foundation Stage to the children are less well developed.

Good partnerships are in place with parents. A very good attractively presented parent pack is in place which ensures that parents are provided with clear information about the nursery. Parents spoken to, are all very supportive of the nursery and feel that they cannot praise the 'warm, caring, approach of the staff enough'. They all value the staff's commitment to ensuring their children receive good quality care and learning, and that children thoroughly enjoy themselves while at the nursery.

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

Children are happy and confident and supported well by staff who challenge and reinforce their learning through planned activities and everyday routines. A good

balance of adult-led and child-initiated play and activities is provided. All staff undertake observations, identify children's next steps and interests and include these in the weekly planning. This ensures that children make good progress in their learning and development across all areas of learning.

Adults ask sensitive open-ended questions, extending play and promoting the children's thinking and communication skills. The children make choices, for example, deciding that they want to listen to a story with a member of staff in the book area, or work in the craft area. Children are developing good information and technology skills as they practice the use of the mouse and the keyboard on the laptop. They express their creativity as they decide to make and decorate masks, choosing coloured feathers, glitters and paint. Language, numeracy and problem solving skills are extended very well by staff throughout the nursery. The well resourced outdoor area enables children to use their imagination very well. Children become mechanics as they put on a safety helmet, high visibility vest and collect a tool box. They then fix the number plates and wheels on the vehicles as their friends stop at the garage on their journey around the chalked road way and traffic cones. Children practise their construction and negotiating skills as they help each other to build with the large scale crates. They learn to balance and take risks as they ride the tricycles down the garden slope squealing with delight as they skilfully manoeuvre around the bend at the bottom. Good concentration is developed and encouraged at story time. Children listen well and eagerly join in to identify the people and services that help in an emergency, including the lifeguards in the lifeboat. Younger children work well alongside the older children and enjoy singing and number rhymes. Staff promote all children's interests and confidence and support their exploration and investigation to ensure they develop skills for the future.

Babies have a pleasant relaxing environment which is enhanced with a variety of music. They have relaxed sleep times in either cots or floor level beds with their individual blankets, covers and comforters. Babies are given many opportunities to learn and develop new skills as the staff provide a variety of age appropriate resources and support. They confidently explore the different size containers and treasure baskets, looking at and feeling the variety of textures and shapes. Babies test out their developing mobility skills as they explore a large sturdy box using it to pull themselves to their feet, then to support themselves as they walking around it and eventually they climbing into it with a triumphant grin on their faces. Staff ensure that the babies have a variety of sand, water, and painting play to engage and extend their learning experiences. Daily routines are used effectively to develop and promote language and self help skills.

Children develop a clear understanding of how to keep themselves safe whilst at the nursery, they talk with staff about using the outdoor equipment in a safe manner and the importance of keeping the rooms tidy. Drinking water is available throughout the sessions and staff are proactive in making sure that children and babies drink regularly, to ensure they remain hydrated. Children enjoy the healthy snacks and meat free lunch dishes and are developing a good level of independence at meal times. The buddy system is a great success as the older children assist the younger ones with daily routines, especially hand washing. Children learn about the wider world and to value difference through the sharing of

festivals and resources that reflect diversity, such as books, displays and small-world figures. Children work and play well together and have developed secure relationships with staff as well as being friendly to visitors. Praise is used well by staff and helps the children to develop a high level of self-esteem and good levels of behaviour.

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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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