

Brimhay Nursery

Inspection report for early years provision

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Inspector Dawn Biggers

Setting address Brimhay, Gidleys Meadow, Dartington, TOTNES, Devon,
TQ9 6JZ
Telephone number 01803 868414
Email hdcdartington@aol.com
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

Brimhay Nursery at Dartington first opened in 1991 and is one of three nurseries owned by Humpty Dumpty Childcare Limited, who also operate as a childcare training agency. The nursery moved to new premises in 2010. The nursery has the use of three playrooms, as well as a kitchen, bathroom and laundry facilities and enclosed gardens. The Saturday Club has the use of all areas.

The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 67 children may attend the nursery at any one time. There are currently 55 children on roll. It is open from 8am to 6pm on weekdays throughout the year, except on Bank Holidays. The Saturday Club is open from 10am to 4pm on 49 Saturdays each year and offers 10 places for children aged from four to 18 years, who have special educational needs and/or disabilities. Children attend from a wide catchment area. The group supports children who have special educational needs and/or disabilities and children who have English as an additional language.

The nursery employs 10 members of staff who work directly with children, all of whom have appropriate childcare qualification to at least level 3 or above. In the mornings, the nursery class is run by a qualified teacher with Early Years Professional Status. There are eight staff working at the Saturday Club, all of whom are appropriately qualified. There is also a senior management team. The nursery successfully completed the National Day Nurseries Association Quality Assurance programme in 2005.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because a strong, committed team demonstrate a caring and professional approach to their work. The nursery management is highly supportive and a skilful team contributes to the successful integration of working with children, parents and partnerships. Children are safe and secure and enjoy a wide range of stimulating resources and activities. Overall, assessments of children, routines, and good policies and procedures are in place to support their individual needs. The nursery's high level of commitment to improvement ensures that they continue to develop their practice and provide good quality childcare.

What steps need to be taken to improve provision further?

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

- improve the good system of observational assessment to provide a clearer

continuous overview of children's progress, with particular reference to the under threes age range

- review the organisation of group times to ensure all children's needs are met within the routine, with particular regard to the under threes age range

The effectiveness of leadership and management of the early years provision

The nursery management is strongly committed to supporting staff's professional development, in gaining qualifications and developing further skills to enhance their good practice. For example, some staff have attended playwork training and they are all up-to-date on manual handling and first aid. The nursery's effective practice is clearly recorded within their self-evaluation and shows a good insight and a clear capacity for improvement. For example, consultation with parents within questionnaires and suggestions made have been valued and acted upon in developing the nursery's good services. The focus is on developing the outdoor space to extend the good play opportunities already available to children, and this includes an outdoor classroom. Effective policies and procedures are reviewed and updated, and these support the good level of care and ensure the general welfare requirements are met well. For example, the local safeguarding policy and procedure has been updated.

Children are protected as there are robust systems in place to ensure the continued suitability of staff. The premises are secure and visitors are carefully monitored and logged. The registration system clearly monitors who is present. The nursery management ensures that risk assessments are regularly reviewed and any hazards dealt with promptly. Staff's safeguarding knowledge is good as they are fully up-to-date about current child protection procedures and the supervisors have recently attended training. Therefore, staff are clear of their roles and responsibilities. Parents are aware of staff's responsibilities for safeguarding children, as a written policy is accessible.

The partnership with parents and carers is good and strong relationships are established from the start. A flexible settling in procedure caters for each child's individual needs. Time is spent finding out about their routines, starting points and interests. There is a clear commitment to involving parents in children's learning, through displayed information, newsletters and daily contact with the key person. For example, daily activities that children over three are involved in are displayed on a white board. Parents enjoy contributing to children's home books, observations and reviews. They are well informed, happy and comment on the high quality service and individual care provided which fully supports their children's individual needs. Good links are made with other professionals who support children, such as speech and language therapist and a paediatric team. Clear links have been established when staff collect children who attend the after school club. Transitions to school settings are supported well through passing on documentation, visits and liaison.

The children in the nursery benefit from a welcoming, clean and well-equipped building. Good quality toys and resources are used imaginatively to support

children's learning and development within the indoors and outside areas. Staff are generally deployed well and a key person system is effective in supporting children, ensuring that they experience continuity in care. However, at times of the day such as before lunch or during a story the routine is less well established within the younger age group. An integrated approach to working with families ensures that the children's needs are well met, as there is close liaison with them and other professionals. Positive images include welcome signs in different languages, and children's work and displays of photographs value their achievements and encourage their sharing of experiences. The inclusive environment ensures children learn about differences through activities and stories which include festival celebrations such as 'Chinese New Year'. The nursery also has a good selection of books and toys which reflect positive images of the wider world.

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

Children made good progress in their learning as they are enthusiastic, confident and engage well. They have positive attitudes to learning and enjoy experimenting, for instance, they confidently blow the paint with a straw and watch with fascination as this makes bubbles. They make prints by placing the paper over this. Children are inquisitive, they enjoy the feel and texture of the shredded paper compost and sand within the outdoor area. They concentrate well attaching strips of paper with the glue with skill and colourful pieces of cellophane while making their stain glass window. They investigate looking through this and confidently share their achievements. Their good communication skills enable them to express themselves, for example 'I want my pudding', and strategies and activities enable children with hearing impairments to be fully included. Children develop good awareness of the wider world and how things grow as they plant cress, grass and sunflower seeds, and see how these grow. Younger children make early marks, they scribble while using the chalk on the board. They use their imagination with the construction toys, and pretend this is a snake as they bend this to identify 'It's a rainbow'. Children access information and communication technology equipment as they press the buttons on a computer board and begin to say the alphabet. They develop a good understanding of technology as they independently access the computer in the room and choose a variety of educational games. Younger children use the key boards and some are able to relate the symbols to letters and begin repeating the alphabet.

Staff have good relationships with children as they are attentive and listen and engage well. They skilfully use conversations and ask questions encouraging children to think and problem solve. For example, they encourage children to think about the length of paper they need to reach both sides of their window, and state 'I want a long one'. Children's independence is promoted well, for instance, on returning from outdoor play they are encouraged to remove items of wet clothing to put on dry ones. Staff adapt activities to include all the different aged children under three. Therefore, a story time leads onto an action rhyme and this engages some of the children. Children are encouraged to choose animals and colours while

contributing to the tractor song.

Good quality planning each week and most of the organisation ensures that children are suitably challenged and this contributes to how settled and happy they are. Planning covers all areas of children's learning and adult-led activities have been evaluated to further support individual children within the nursery, holiday and after school provision. Adults take the lead from children and activities have been developed from their interest in pirates and space. Assessments within 'I can do books' track most children's progress, using some meaningful observations, photographs and examples of their work. Staff know children well, however, observations are less consistently recorded within the younger age group. Individual plans suitably identify children's next steps in their learning. The assessment system has been adapted for the after school and holiday club, as staff use observations and photographs and examples of children's work to support the implementation of the Early Years Foundation Stage. Effective policies and procedures ensure that children are protected and well supported. Children's learning and development is supported well as effective partnerships with parents and carers enable them to be involved in their learning.

Children's behaviour is generally good as they are well engaged in their play and respond to the positive role models and expectations of staff. They are familiar with the routine and when they hear the bell ring cooperatively help to tidy away. They contribute to the grounds rules within the holiday club. They are developing skills for the future and positive attitudes to learning, and develop their communication and numeracy skills through well-planned activities and daily routines. This is supported by children's displays of shapes and numbers. Rhymes are used, for example, with the younger children to encourage their awareness of colours.

Children are learning how to keep themselves safe as they engage in the daily routines and are gently prompted and supported by staff. For example, they take part in regular emergency evacuation drills to ensure that they are able to quickly and safely exit the nursery if required. They learn to use equipment safely such as the scissors. Mealtimes are social occasions when children are learning about healthy choices as a good balance of home cooked meals, vegetables and fruit are available which meet their individual dietary requirements. Good personal hygiene routines are encouraged by staff, as they are supported or independently wipe their nose and use the toilet, and there are effective nappy changing procedures. Younger children's routines and feeds are adhered to and they are secure and well cared for. Children are encouraged to become aware of their own fluid intake from a young age as drinks are always available as they have their own containers. Children engage in a wide range of physical activities, both indoors and out. They enjoy fresh air and daily exercise in the rural outdoors, and experience all weather as they have wet wear clothing. They develop skills kicking the football and while playing team games. They engage in activities using the parachute and music and movement. This increases their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

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

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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