

Burton Day Nursery Ltd

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Burton Day Nursery Ltd opened in 2010. The nursery is situated in the village of Burton close to Christchurch, Dorset. It operates from a converted village hall directly across the road from their baby unit. The children use two main play rooms, an additional room and associated facilities. The nursery is accessible to all. There is a secure outdoor area for the children to use.

The nursery is registered on the Early Years Register. A maximum of 46 children may attend the nursery at any one time aged from three years to the end of the early years age group. There are currently 53 children on roll. The nursery receives nursery education funding for three and four-year-olds. It is open from 8am to 6pm, 51 weeks of the year. Children with special educational needs and/or disabilities and children who learn English as an additional language are supported.

A team of eight staff including the manager work directly with the children, all except two are qualified in early years. In addition there is a cook and a student.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the welcoming child friendly environment. Generally they participate in a range of age-appropriate activities and play opportunities linked to their individual interests. However, at times children are not sufficiently challenged and as a result their behaviour deteriorates. Staff know children's individual requirements and work closely with parents and other professionals to ensure their needs are met. There are some systems in place to monitor and evaluate the provision involving parents, children and staff. However, these are not fully successful in identifying areas to improve. Staff and management are committed to continually improving and promoting positive outcomes the children.

What steps need to be taken to improve provision further?

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

- ensure information about children's progress is reflected in the planning, to provide effective challenges to all children
- improve children's understanding of the boundaries and expectations of the ; nursery and develop a consistent approach to managing behaviour
- enhance the systems used to monitor and evaluate the nursery practice to enable areas for development to be addressed.

The effectiveness of leadership and management of the early years provision

There are systems in place to ensure children are safeguarded. Staff attend training and clearly know the policies and procedures to support them in identifying possible concerns and dealing with them effectively. Parents are given information about the setting's role and responsibility in safeguarding children. Detailed and thorough risk assessments enable staff to ensure that the environment is safe and well maintained. Any outings are comprehensively assessed prior to the children going on them. Rigorous and robust recruitment and vetting procedures ensure that adults working with the children are suitable to do so. In addition, they undertake detailed inductions and regular appraisals ensuring they remain suitable for their role. Staff are committed to training to increase their skills and knowledge and work well together as a team.

There are some good systems to monitor and evaluate the provision such as parental questionnaires and spending time with the children involving them in decision-making. Staff devise action plans as a result of the information received. Staff and management are involved in completing the Ofsted self-evaluation enabling them to evaluate their practice. However, some of the systems are not fully effective in identifying areas that require attention such as planning. Regular staff and management meetings with other early years settings provide opportunities to share good practice and reflect on their own setting.

There is a broad range of resources which are generally accessible to children to promote choices in their play and learning. Staff deployment varies; at times they support children well and promote their independence. However, at other times children are not effectively supported to extend their learning. For example, children enjoy experimenting with different objects to see whether they float or sink in the bucket of water. However, they lose interest because there are no adults there to fully promote their learning. Staff demonstrate sound knowledge of the children's individual needs and preferences and encourage them to respect differences through a range of resources such as books, puzzles and small world figures.

Partnership with parents and carers are effective. They receive a detailed prospectus, regular newsletters and information about their child's progress. Parents are fully involved in their children's learning and are encouraged to complete 'I am proud of' moments and their child's planned next steps and interests. Parents report that their children are very settled and they particularly like the community-based approach. Their children are socialising with children they will go to school with developing strong relationships. Parents report that the staff communicate well and they are good at following parental requests through. Parents value the 'Mums and Dads' days which are usually held on a Saturday, enabling them to play with their children and talk about their progress. The setting develops excellent relationships with other early years providers and professionals to enable a shared approach to their learning and that they are well supported to reach their full potential.

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

Children happily separate from their carers and participate in a range of age-appropriate activities which are both adult led and child initiated. Several children are interested as they experiment in the outdoor area with a variety of objects seeing whether they float or sink. They try toy ducks, stones, spoons, chalk, leaves and mud. They show excitement when they decide if the object is going to float or sink and are correct. However, staff do not fully support children's curiosity, resulting in children losing interest. Children have excellent opportunities to learn about the natural world through a successful visit to a farm. Following on from this, children are encouraged to look after live eggs and chicks and enjoy learning about life cycles. Younger children sit quietly while a member of staff shows them two of the chicks. They are encouraged to talk about how they feel and understand that when the chicks chirp loudly it is because they are distressed. This activity is less successful with the older children who find it difficult to wait for their turn to stroke the chick and as a result their behaviour deteriorates. Some children become upset because they cannot see as other children are standing up in front of them. At circle time children talk about the days of the week and months of the year. They go on to count the number of children, adding other children as they arrive. Children are learning to cooperate with each other. For example, a child finds various dressing up clothes for other children to use. Children roll tyres filled with water in the garden learning about balance while others enjoy putting stones down the tubing. Staff plan interesting topics such as recycling and visits from 'Zoo Lab' where children learn about the environment and animals.

Staff demonstrate appropriate knowledge of the Early Years Foundation Stage framework. They complete observations, take photographs and complete 'wow' moments, building a picture of the children's progress and achievements. In addition children are encouraged to talk about what they would like to do and parental involvement is encouraged. Some of this information is then used to plan the next steps in children's development. However, some of the children's files are not sufficiently up-to-date and next steps are not fully linked into the planning to enable all children to make the maximum progress.

Children benefit from healthy snacks and home-cooked meals. They learn about healthy lifestyles and generally follow appropriate hygiene practices. Children's physical skills are developing as they use the outside area. Some are beginning to recognise that the outdoor environment is for running and the indoor environment is for walking feet. Children are able to freely move between the indoor and outdoor area during the sessions. They have a range of activities and play opportunities to choose from. Children practice the evacuation procedures to ensure they are familiar with what to do in an emergency. Staff give clear explanations to encourage children to take responsibility for their own safety. For example, when a child stands on a chair a member of staff encourages them to think about what may happen. The child replies, 'I may fall off and hurt my head'. Children's behaviour varies throughout the nursery. At times children show consideration to their friends and are polite and well mannered. However, on occasions they become boisterous and hit their friends. Some children find it difficult to sit in larger groups and as a result their behaviour deteriorates and disrupts other children's ability to learn. Children develop an understanding of the

wider world through projects, learning about other festivals such as Jewish New Year when they make bread and stars.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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