

# Barnabas House Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	301664
<b>Inspection date</b>	19/04/2011
<b>Inspector</b>	Wendy Fitton
<b>Setting address</b>	Watery Lane, Darwen, Lancashire, BB3 2ET
<b>Telephone number</b>	01254 704 004
<b>Email</b>	
<b>Type of setting</b>	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**

Barnabas House Day Nursery is owned by Barnabas Schools Out Link Limited. The nursery opened in 1988 and operates from a single-story building situated in Darwen near Blackburn. A maximum of 47 children may attend the nursery at any one time. The nursery is open each weekday from 8am until 5.45pm for 50 weeks of the year. Children have access to a secure enclosed play area that is subdivided to enable children of different ages to use it safely.

There are currently 68 children aged from birth to under five years on roll. Of these, 14 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports children with disabilities.

The nursery employs 15 staff, including a cook. There are 12 staff, including the manager, that hold appropriate early years qualifications. There are three staff working towards a relevant childcare qualification.

The nursery has links with the local authority through their development workers.

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

Overall the quality of the provision is good.

Children are well cared for in a very welcoming and child-centred environment. The nursery is fully inclusive and reflects children's backgrounds, communities and family lifestyles. The organisation of activities reflects very interesting, varied and imaginative experiences, to meet the learning needs of children well. Highly effective partnerships with parents and carers, and good links to other providers and professionals, promotes the progress children make in their welfare and development. The system for evaluating the quality of the provision is effective. Management and staff continually appraise the setting to further improve outcomes for children and the organisation.

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

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

- continue to promote the overall effectiveness of the provision, future planning to secure improvements to bring about further positive outcomes for children and retain the quality of the organisation.

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

Children are very well protected and safeguarded through the policies and procedures in place that ensure those working with children are safe to do so. The nursery's safeguarding policy is effectively implemented and staff know their role

and duty in keeping children safe from harm. Staff are experienced and well qualified and, in addition, have completed workshops in first aid, safeguarding and aspects of childcare practices. Therefore, children's welfare is fully supported. There are comprehensive risk assessments and effective health and safety practices in place that ensure children's safety and wellbeing are maintained. The quality and provision of safe and suitable furniture, equipment and toys is excellent. There is active involvement from all staff and management in team meetings to discuss and share their ideas, and to continue working towards the visions and values of the nursery. There is a clear vision for the nursery and staff and management are fully committed to maintaining and providing high quality childcare. There is continual reflection on what is provided and, therefore, the capacity to maintain continuous improvement and the outcomes for children is evident. The nursery has responded fully to the recommendations from the last inspection. For example, the internal gate in the outdoor play area has been repaired and the security systems at the entrance have been updated. Parents are now fully involved in children's next steps of learning. Therefore, children's welfare is now maintained.

Children make excellent progress in their learning and development as the deployment of resources is highly effective. Staff use toys and equipment creatively and imaginatively and children thoroughly enjoy their play. Children are grouped according to their age and stage of development in separate areas and this helps children to feel secure and safe in their environment. Partnerships with parents and other professionals are exemplary. Important information is gathered from everyone involved with children in order to meet their individual needs. There are good links with early years teams within the local authority, good liaison with local schools and with other nursery staff in the local area. The nursery works exceptionally well in partnership with parents to meet children's needs and to help them feel secure and confident. Parents are informed of their children's achievements and progress in various ways. Questionnaires are sent out yearly and parent's opinions are valued. Parents access a wealth of information through noticeboards and information boards with pictorial information about the Early Years Foundation Stage. Newsletters are provided to keep parents informed about activities, themes and the organisation. Parents provide 'all about me' information and are involved in discussing and giving input to their children's future learning needs.

The environment is fully inclusive, reflecting the local community and families that attend. Important information is shared with staff regarding children's medical needs, family lifestyles, cultural needs and their interests. Staff promote equality and diversity well using effective policies and procedures. They provide settling-in sessions and introductory meetings for parents. All organisational information is displayed around the family-orientated environment. Children learn about diversity and differences through activities, pictures, books and posters. They enjoy equal access to all activities and facilities. The premises are accessible to everyone. Areas, equipment and toys are adapted and changed according to specific needs and any special interests.

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

Staff are very knowledgeable about the learning and development requirements. They support children's learning through well-planned activities, with access to an excellent range of resources for children to play, explore and become active learners. The learning environment is linked to the six areas of learning and children play freely and spontaneously, with free access to the continuous provision both inside and outside. Staff use information provided by parents and there are effective systems in place to observe and assess children as they progress towards the early learning goals. There are focussed adult-led activities linked to children's individual interests. Staff sensitively select the time to encourage a particular aspect of learning or discuss topics. Each child has a learning journey profile which shows observations and assessments with photographs and children's own artwork and drawings.

Children are very confident and secure with their key person who fully supports their personal, social and emotional development. They are familiar and comfortable with the routines and rhythms of the day. They enjoy a positive social occasion at lunch times when they sit with friends and chat to staff about their activities and plans for their play. They are thoroughly engaged and interested in what they are doing. They talk to staff and each other throughout their play. They ask questions and listen to open questions that challenge their thinking and learning. The whole of the environment is print enriched, with lots of labels on objects, displays and everyday furniture. Children recognise letters and words and develop their language and literacy skills. They explore and investigate different textures and develop their creative skills. For example, they observe the Easter garden display, use magnifying glasses to look at flowers and chicks and play imaginatively in the greengrocer's shop. They really enjoy messy play and experiment with cornflour, shredded paper and play dough. Children experiment with collage materials using glue, feathers, bobbles and coloured paper bits. They develop their knowledge and understanding of the world and find out about different family lifestyles and cultures as they celebrate Chinese New Year, Easter and make cards and flags for special occasions. They problem solve and find out how things work through activities with calculators, telephones and computers. They develop their physical skills through the provision of daily outside opportunities. They use wheeled and ride-on toys. They climb and balance on the large foam shapes and dig in the garden planters.

Staff are fully committed to good quality care. Children's knowledge and understanding of safety and healthy lifestyles is therefore promoted and develops their skills for the future. Children feel very safe in the setting and understand about issues relating to safety. Staff talk to them about keeping safe and safe practices to follow during their play. Children feel safe as they are asked through questionnaires and they know that staff are there for them to keep them safe. They respond to their key person and the good routines that are in place that are very much geared to the children's needs and interests. Children are provided with a healthy balanced diet and enjoy a variety of snacks and home-cooked meals. Special requirements or health needs are always taken into consideration.

Children become involved in a caring for teeth project, using toothbrushes, looking at foods that are good to make teeth strong, and the nursery has achieved the 'Smiling for Life' award. Children enjoy growing and planting different vegetables and help to prepare foods for their snacks. Children are encouraged to use the outdoor area freely throughout the sessions and learn about the importance of physical activity. They follow good hygiene procedures as they tend to their own personal needs at the bathroom. Children's behaviour is managed in an age-appropriate way that helps them understand what is right and wrong. Staff are very positive role models and give clear explanations to the children. They ensure that children are aware of the different behaviours and how their behaviour may upset others. Staff use positive strategies and give good eye contact at the children's own level. Children have good manners and learn to share and take turns.

## 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	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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