

Bodmin Integrated Neighbourhood Nursery

Inspection report for early years provision

Unique reference number	EY277852
Inspection date	09/05/2011
Inspector	David Nebesnuick
Setting address	Berrycoombe CP School, Berrycoombe Vale, Bodmin, Cornwall, PL31 2PH
Telephone number	01208 269 101
Email	bodmin@happydaynurseries.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

Bodmin Integrated Neighbourhood Nursery was registered to provide day care in 2004. It is situated in the town of Bodmin. It operates from two sites at the Berrycoombe CP School. The day nursery is in a purpose built building within the school grounds. The early years unit operates from a classroom within the main school building.

This integrated neighbourhood nursery serves the local and surrounding areas. The provision supports children with special educational needs and/or disabilities, and children who speak English as an additional language. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The nursery may care for no more than 74 children from birth to under eight years of age, of whom, not more than 74 may be in the early years group, and of these, no more than 18 may be under 2 years at any one time. There are currently 112 children from birth to eight years of age on roll. This includes 43 children receiving funded nursery education. No more than 42 children from five to under eight years, on the Childcare Register, may attend before or after the school day.

The provision opens five days a week, from 8am until 6pm. Children attend for a variety of sessions. The nursery employs 12 staff to work with the children. Of these, one holds a National Vocational Qualification at level 4, four members of staff hold a qualification at level 3, three members of staff have a qualification at level 2. There are currently four members of staff who are working towards a recognized childcare qualification. A cook is also employed.

The provision receives support from Family Services, and The Happy Days company employs a Childcare and Education Manager to support all the settings within the organisation.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the good care and support that they receive and as a result they achieve well. The setting provides a wide and varied range of activities that are generally carefully planned and organized. The children respond enthusiastically to the strong leadership of the manager and her team and relationships at all levels are positive and productive. There are good links with parents and carers and information about the children's progress is widely shared. Relationships with other agencies are good and there is a close and effective partnership with the host school all of which support good continued improvement.

What steps need to be taken to improve provision further?

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

- develop ways of extending the opportunities for all children to use the dedicated outdoor area to promote children's independence skills more consistently.

The effectiveness of leadership and management of the early years provision

Staff are vigilant about safeguarding issues and the procedures to follow if they have any concerns. There are effective recruitment and vetting procedures which ensure children are cared for by suitable and qualified staff. There is a comprehensive safeguarding policy, which is regularly reviewed and updated. Appropriate risk assessments are in place and any potential difficulty is carefully investigated and evaluated. The recommendations from the previous inspection have been thoroughly reviewed and provision has, as a result, been changed and improved. Records relating to accidents, medication, children's details, parental consents and attendance of children, staff and visitors are all appropriate. Regular fire drills are carried out in close liaison with the host school so that children become familiar with them and know what to do.

There are good links with other agencies to ensure that the individual needs of the children are met. Children with special educational needs and/or disabilities and those with English as an additional language receive good support so they achieve well and play full part in all that the setting has to offer. Staff ensure that they know key words and phrases in a child's first language so that they can tailor their support to specific needs. Children from the two-three year olds class visit the nearby Children's Centre and they are encouraged to join in sign language games. The staff work very closely with the families to ensure that each individual child's needs are known and acted upon. An effective key person scheme ensures that every child feels confident there is someone they can readily seek support from. The effective arrangements to settle children into the nursery ensure that children quickly adjust to the new environment as they receive good care and close attention.

Partnerships with parents and carers is good. There are regular evenings to discuss each child's progress, newsletters, a parents/carers noticeboard in each room and each half term parents are asked for their views through questionnaires and practice is changed to reflect the views expressed. Parents are warmly welcomed at the beginning of each session and encouraged to stay until their child is happy and settled. As a result, there is a very happy and purposeful atmosphere throughout the setting. The learning journals are regularly shared with parents who are encouraged to comment on their child's activities and progress. The partnership with the host school is good and liaison meetings ensure that the shared outdoor area is regularly used and effectively supervised. This close relationship ensures that the transition to the primary school is very smooth and effective.

The setting is well-led and managed and a well motivated and enthusiastic team of

staff work hard to ensure that the nursery has a safe and secure environment in which the children are able to make good progress. Weekly room meetings together with regular nursery meetings ensure that all staff are fully aware of the needs of each child. They share knowledge about the many different ways to develop language skills, promote social development and encourage independence.

Staff work well together, they share information about each child effectively both with each other and with parents and carers. Planning is comprehensive and this is reflected in the way the activities are carefully and sensitively planned for each child. This together with a wide range of good quality resources ensures children's good progress. Self evaluation is strong, it is reflective and in particular the manager knows not only the many strengths of the nursery but where practice can be improved still further. Further training opportunities are welcomed by all staff to enhance not only their qualifications but to develop their expertise and to ensure that the best and most up- to-date practice is followed in the nursery. There is a good record from which to develop and improve the provision still further.

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

Children are happy and confident in the setting, they enjoy coming and they form strong bonds with adults and each other. They achieve well because the large range of activities are well planned and organized. The atmosphere of the setting is both calm and purposeful. It encourages the children to explore, to experiment and to exchange ideas and above all to learn the skills necessary for later stages of education. Behaviour is good. Children share resources and talk enthusiastically to each other about their activity. In the Rainbow room, children become engrossed in creating shapes with shaving foam and they are keen to share their experience with a visitor. The pre-school children happily share outdoor equipment and set up a team to put out bollards so that, in their own words, "We don't like the mud, the trikes go this way". Sharing and team work are strong and effective. Staff skilfully ensure that all children are fully included and that through role play, speaking and listening skills are systematically developed. The role play area in the pre-school room is used enthusiastically by the children, who dress up in fine clothes and explain that they are going to the ball. Building a house leads to an animated discussion about number, shape and colour. The children show strong individual responsibility in clearing away the activity, unaided, on completion. The outdoor areas have been developed since the last inspection and the herb garden and allotment are well used to provide challenge and interest to the children's learning. The children enjoy the outdoor areas even when it is raining, although the thunder and lightening moves the large majority back inside. They understand that they sometimes need suitable outdoor coats and all wear them.

Currently children aged between two-three years, using the Caterpillars' room, have limited access to the dedicated outdoor area which restricts their independent skills.

Children feel safe through good supervision and effective security. They learn about their own safety through discussions with their key workers. Children are reminded not to run inside because of the many items of equipment and toys that

are out. They are also encouraged to listen to each other and to adults. These rules are on the wall, in written and in picture form. Children understand what the rules are and why rules exist. Great care is shown by children when using damp equipment outside. Daily routines encourage healthy lifestyles. They are provided with a good range of healthy snacks, water is readily available and the appetizing lunches provided by the nursery are popular and are enjoyed. Hand washing before eating and after toileting is encouraged and followed. The children enjoy growing their own fruit and vegetables which promotes an understanding of healthy eating.

Children are involved in a wide range of interesting and stimulating activities. They celebrate Chinese New Year and enjoy exploring the nature trail in the school grounds. They can use simple computer programs and are keen to photograph each other and their work. These photos are added to their learning journals and shared with their parents. Children with English as an additional language make good use of the Portuguese and Polish prompts that are in each room. Other cultures are shared and celebrated. Individual milestones such as first steps or shoes put on for the first time are highlighted and celebrated so that each child develops a strong sense of pride in their own progress. Children are valued as individuals and the warm and friendly relationships between adult and child encourage a strong feeling of self-esteem and confidence. The nursery, through good management, thoughtful and reflective staff and a broad range of stimulating learning activities ensures that the children are prepared well for their future learning experiences.

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