

Bowden House Day Nursery

Inspection report for early years provision

Unique reference number	EY367058
Inspection date	05/01/2009
Inspector	Zoe Smith
Setting address	30 Bowden Lane, Marple, Stockport, Cheshire, SK6 6ND
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Type of setting	Childcare on non-domestic premises

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).

Description of the setting

Bowden House Day Nursery has been registered since 2005 and was re-registered as a limited company in 2007. It is situated in the Marple district of Stockport. The nursery operates from the ground floor of a converted farm house. Children have use of several rooms that provide play, eating and sleep facilities. They participate in physical and outdoor play activities in the enclosed outdoor play area. The nursery is on the Early Years and Childcare Registers, is registered for 35 children at any one time, currently there are 55 children on roll. It is open from 08.00 to 18.00, Monday to Friday throughout the year. The nursery supports children with disabilities and learning difficulties and children who speak English as an additional language. Eleven members of staff are employed, of whom nine hold a recognised childcare qualification and two are working towards obtaining one.

Overall effectiveness of the early years provision

Staff have a clear picture of each child's individual needs, interests and abilities and use this information well to promote their welfare and learning. Children are well supported and are making good progress, given their age, ability and starting points. Positive partnerships are fostered with parents and specialist agencies to ensure children are getting the additional support they need. Children benefit immensely from the nursery's positive commitment to inclusion, this ensures individual needs are well met and children actively learn about diversity. The nursery day is generally well planned and organised to provide children with a mostly good balance of adult and child led learning activities across the six areas of learning. Ongoing self-evaluation by the registered providers and staff is ensuring planned improvements are appropriately focussed and that the service recognises and responds to the needs of the children and their parents.

What steps need to be taken to improve provision further?

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

- improve arrangements for transition times by planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs.
- develop links with other EYFS settings children attend to ensure there is coherence of learning and development across the different settings
- increase opportunities at mealtimes for children to develop their independence, social and self-help skills.

The leadership and management of the early years provision

The management and staffing structure is well established, and has a clear sense of purpose and direction. The registered persons are good role models and spend lots of time working with staff and the children. They set a good example and

provide hands on support and guidance and actively involve staff in self-evaluation. Staff meetings, staff reviews and individual performance targets ensure staff work together to continually review, evaluate and develop practice. The opinions of parents are valued and sought through discussions and questionnaires. This is enabling planned improvements to be targeted so they meet the needs of current users. There is a strong commitment to additional training and attendance on courses leading to recognised qualifications. This is enabling the nursery to continually develop the skills and knowledge of staff and improve practice. Robust recruitment, selection and induction procedures are in place to ensure the suitability of staff to work with children.

Children's safety and protection is given priority at the nursery. The staff team is well deployed and diligently supervises the children at all times to make sure they are kept safe. Staff have a good understanding of safeguarding children procedures and their individual responsibilities, and many of them have up to date training in safeguarding. Risk assessments have been conducted and effective safety precautions are put in place to minimise identified hazards. Staff work closely with parents to ensure children's individual needs are both identified and met. Daily discussions, diaries, development records and reviews with their child's key worker keep parents well informed about their child's learning and development. The setting works very well with specialist agencies to ensure that children receive the additional support they need to make good progress in their development. Links with other EYFS settings are not as well developed and therefore there is not sufficient coherence in the learning and development for children who also attend other settings.

The quality and standards of the early years provision

Children's learning needs are well met because effective systems are used to observe and assess their progress and plan for the next stages in their development. For example, in the baby room staff reflect on the days observations of children to inform the planning of the next days activities. This ensures activities are planned to meet the individual needs of children and to give them plenty of opportunity to both practise and acquire new skills and learning. Children participate in a wide variety of enjoyable play and challenging learning opportunities during the day, that are mostly planned to meet their individual needs. However, the early morning transition time is not as well planned and all the children watch television for up to fifteen minutes every morning. This results in some children losing interest because the activity is not appropriate for their individual learning needs.

Children are learning new words, to listen and to become skilful communicators. A love of books is fostered throughout the nursery. Children love to look at books on their own or with a member of staff and happily listen to stories and join in singing sessions. Children enjoy imaginative and make believe play where they actively use gestures and imitate actions. They become engrossed in their play in the home corner happily making snacks for themselves and the dolls. Children have good opportunities to develop their creative skills through activities involving musical instruments, paint, gluing, dough, sand and water. Babies love to explore the

properties of the mash potato powder, letting it flow through their fingers and then wriggling their fingers in it, they enjoy it so much they decide to see what it feels like on their feet.

Children have very good opportunities to develop their knowledge and understanding of the world and very good use is made of the local community. Children enjoy regular walks to feed the horses, to the parks and the library. Visits are organised to the shops to buy the tropical fruit they have been reading about and to get brochures from the travel agents for the role play area. Children discuss the different types of transport there is to take you on holiday and then happily fill suitcases and pretend to go on their holidays. They have daily opportunities to use information technology equipment, such as computers. Visits from the road safety officer are helping them to learn about road safety. Children are learning to value and respect difference because they have access to a good range of activities and resources that reflect diversity. They learn about their own and the religious and cultural beliefs of others through activities about religious and cultural festivals, such as Christmas, Diwali and Ghana's Yam Festival. Staff learn key words from the home language of children who speak English as an additional language and use flash cards to help children feel welcome and communicate their needs.

Children show an awareness and keen interest in problem solving and reasoning activities. They spontaneously count how many packets of food and screws and bolts they have and how many knives and forks they need at lunchtime. Pre-school children spontaneously count how many cups they need at snack time and happily sort different shapes into rows of the same shape and colour and then count how many there are in each row. Babies happily explore what happens when they post balls into the activity centre to see where the balls go to and where they come out. Children's good health is promoted through a healthy and nutritious diet and daily opportunities for physical play in the garden. Children have some opportunities to develop their self help and independence skills when they manage their own personal care, prepare afternoon snack and clear their dishes away. However, at mealtimes opportunities are not used to their full potential to promote the social development of babies and the self help and independence skills of children.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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