

Bexley Day Nursery

Inspection report for early years provision

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Inspector Claire Parnell

Setting address Bexley Day Nursery, Park View Road, WELLING, Kent,
DA16 1SY
Telephone number 0208 304 8338
Email contact@thebexleydaynursery.co.uk
Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Bexley Day Nursery is a well established nursery located in the Bexleyheath sports club in Welling in the London Borough of Bexley. It has been registered with the current provider since 2007. It is one of four provisions run by Bridge Lane Nurseries Ltd. It operates from a one storey building attached to a sports club and is open 51 weeks of the year, Monday to Friday from 7.30am to 6.30pm. Children have access to several base rooms and a large outdoor play area. The nursery is registered on the Early Years register to care for no more than 85 children under five years. There are currently 80 children on roll, 30 of whom receive funding for nursery education. Children with disabilities and/or learning difficulties and children who speak English as an additional language are supported. There are 30 members of staff who work with the children and of these, 28 hold a childcare qualification at level three or above. The setting receives support from an advisory teacher from the local authority

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning as staff have a secure knowledge of the Early Years Foundation Stage and implement it well. Children demonstrate their very strong sense of security and belonging within the setting and make highly informed healthy lifestyle choices. They independently access a good range of activities that support all areas of learning, with some minor improvements needed to contribute towards children's development records. Partnerships with parents are good and staff work closely with local schools so that children receive consistent care. Effective self-evaluation helps staff review practice. Staff promote children's welfare effectively and demonstrate a strong commitment to making improvements that benefit the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop communication systems to encourage parents to contribute towards their child's learning and development record
- analyse spontaneous observations to help plan for children's next steps.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well. Staff have a very good understanding of keeping children safe when using the inside and outside areas. They supervise

children very effectively without diminishing their independence. All staff have up to date knowledge of child protection procedures as they have attended recent training and are fully aware of procedures to follow if concerns arise. Robust vetting procedures help to ensure that suitable staff work with the children. Visitors are recorded and supervised to promote children's safety. Effective and consistent risk assessments take place to enable children to play in a very safe and secure environment. This is complimented by the robust procedures followed when children use the main playing field and the local park. For example, staff organise trips in advance and provide necessary equipment such as first aid kits and mobile phones. Parents volunteer to accompany staff on trips allowing a 1:2 ratio. Staff complete accident and incident records thoroughly and monitor them to evaluate the effectiveness of risk assessment. Policies and procedures required for safe and efficient management are always accessible and available to staff and parents and are reviewed regularly and updated.

The manager motivates the staff well. They are dedicated to their roles and committed to making ongoing improvements through appraisal systems, regular staff meetings and reviews of recent improvements. A comprehensive action plan is devised by the manager to recognise what is working well and what needs to be developed to promote better outcomes for children. Staff regularly meet and discuss their day, initiating new practices from shared ideas and experiences. The recommendations from the last inspection have been mostly met with one requiring further development.

Children have access to a good range of resources, toys and equipment both inside and outside. Activities are easily accessible for all ages. For example babies toys are stored on the floor in baskets for them to easily reach inside and explore. Pre-school has an excellent system for children to self select, supporting their understanding of responsibility for their resources. A system of pictorial and written aids also helps children to identify stored items and helps them to understand the routine of the day through a photographic timeline. Staff work well as an effective and cohesive team, using skills and initiatives to provide sensitive and enthusiastic supervision of children.

Equality and diversity is promoted highly through the use of excellent resources depicting positive images of today's society. Children access a wealth of books that promote positive role models through skin tone, roles and non gender stereotyping. Books contain information about diversity helping children to learn to celebrate their differences. Parents and carers are invited to share their cultural experiences, helping children to understand about clothing, cooking and celebrations. Children's participation in activities is extremely well encouraged by all staff, providing a programme of activities to narrow the gap between boys and girls achievements. Staff take notice of children's interests and provide activities to strongly encourage mark-making and numeracy, resulting in levels of achievement of equal value for both genders.

The setting positively engages with parents. Parents are actively encouraged to spend time in their children's rooms, conversing with key people and finding out about their child's day. Parents are encouraged to share information from home regarding children's achievements, resulting in a positive point of interest that is

talked about during their child's day. However, this is not always used to encourage parent's input into the planning of their children's next steps. Staff reassure parents while their children settle and promote their children's individual needs. Parents play an active part in the nursery, participating in shared craft workshops with the children. The nursery works well with outside professionals to support children's care and is developing systems to promote continuity of care and the sharing of information with other settings and local schools that children will attend. All staff have a good understanding of the benefits of partnership working to promote continuity of care and development for children.

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

Children are supported well as they have access to a good range of stimulating, interesting and challenging materials and equipment. Children move around the rooms freely making decisions for themselves about what to engage in and what meets their needs and interests. Children thoroughly enjoy the use of the outside play areas which promotes children's interests in exploring and extending their inquisitive nature. Staff stimulate children's interests in all areas of learning indoors and outside through discussion and explanations.

The children are intrigued by the space inside and out and relish the experiences that they gain. For example, a toddler explores the low level chairs where he figures out how to put the clasps together and then negotiates with adults how to open them again. Older children learn through explanations how to share and take turns, learning that cooperation is needed as well as patience to use the equipment that they require. Two older children negotiate the use of the tyres outside, they learn to move from one to the other whilst making space for the other child. Young babies are supported well when learning new skills such as walking and exploring new materials such as paint and corn flour. They explore their senses by putting the brushes in their mouths and squeezing the corn flour between their fingers, with staff sitting by them encouraging further exploration.

Staff encourage children to expand their vocabulary by using open-ended questions, especially relating to the world around them. The whole nursery follows topics such as people who help us and activities are used to encourage children to ask questions and relate their thinking to their own experiences. Children are encouraged to mark-make during indoor and outdoor play. Staff provide a range of resources to encourage this. For example providing wipe boards and pens. Toddlers get very excited about using technology, beginning to make progress with a mouse and large keyboards with colourful buttons. Through all these experiences, children are developing skills for the future.

Parents provide information about their children when they start and this is used to help them to settle. Planning effectively covers each of the six areas of learning and activities that relate to the area's learning intention. Individual children's learning is personalised on the planning which is identified through the use of adult focussed observations of planned activities. The observations made are informative

and evaluative to provide staff with the information to successfully track children's development within the Early Years Foundation Stage. However, spontaneous observations of children's achievements are not always effectively used to inform the planning for children's next steps.

Children's health and wellbeing is promoted exceptionally well. Children follow excellent hygiene practices and learn to adopt healthy lifestyles. All children have access to fresh drinking water at all times with written or photographic labels to help them identify their cups. Children learn to wash their hands and use the toilet effectively by using written and pictorial guides. Younger children learn about routine practices through nappy changes where staff explain clearly why they are washing their hands. The nursery is kept very clean due to regular cleaning practices.. Children have access to fresh air through open windows and doors when they are playing inside and through regular short bursts of outside play. Children's dietary requirements and intolerances are effectively managed. The nursery employs a cook who provides freshly made, healthy meals that meet every child's requirements. Staff are fully aware of meeting children's individual routines, for example food is stored appropriately for children who are asleep at meal times. Children enjoy the freedom of space outside to run and use up their energy. A good range of physical equipment helps children to develop new skills. Babies practise their developing mobility skills with support and encouragement from staff.

Children are developing an excellent sense of belonging and a comprehensive understanding of keeping themselves safe. They listen to instructions along with clear explanations about safety, such as informing staff when they go inside to use the bathroom. Children take a great deal of responsibility towards keeping the environment safe and tidy. They develop a very strong sense of where equipment belongs and the importance of putting it away. Staff encourage parents to talk to children about safety and have initiated sessions where parents/ carers have held a session on stranger danger.

Staff introduce very positive behaviour management with clear boundaries to keep children safe. Children are very well behaved and polite. The whole staff team are all positive role models to the children, due to their negotiation skills and co-operation throughout the day, helping each other with settling babies and supporting each other in their roles. They value each other's views and ideas, helping children to understand the importance of working together and respecting each other.

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	1
The effectiveness of safeguarding	1
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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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