

Bell Day Nursery Community Interest Company

Inspection report for early years provision

Unique reference number	EY430811
Inspection date	05/10/2011
Inspector	Lynn Clements

Setting address	Bell Day Nursery, Peaslands Road, SAFFRON WALDEN, Essex, CB11 3ED
Telephone number	01799 528051
Email	belldaynursery@yahoo.co.uk
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bell Day Nursery Community Interest Company, began trading in April 2011 whilst the existing nursery was originally established in 1987. They are registered to care for a maximum of 40 children at any one time of which 28 may be under two years. There are currently 77 children on roll in the early years age group and of these 21 are in receipt of early education funding. The nursery is registered on the Early Years Register.

The setting is open each week day for 51 weeks of the year from 8am until 6pm.

The setting employs 18 members of staff who work with the children. Of these 17 members of staff hold appropriate early years qualifications. One member of staff holds qualified teacher status and another is qualified to degree level in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All members of staff have a good knowledge of each child's needs to make sure that they successfully promote their learning and welfare. Children are safe and secure and clearly enjoy learning about the local area and the wider world around them.

Partnerships with parents and carers are excellent and significant in making sure that the needs of all children are met, along with any additional support needs, those with local schools and other key agencies are good. This means that children progress well, given their age, ability and starting points.

Regular self-evaluation by the managers and staff makes sure that priorities for further development are identified and acted on, resulting in a nursery that responds to new ideas and user needs.

What steps need to be taken to improve provision further?

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

- ensure that children's next steps for learning are consistently linked to the Practice Guidance for the Early Years Foundation Stage throughout the nursery
- ensure that all practitioners are clear about roles and responsibilities within the nursery; this refers in particular to making sure that during induction new members of staff are clear about who the designated child protection officer is
- re-appraise risk assessments to ensure that they clearly include anything with

which a child may come into contact; this refers in particular to the laundry room situated in the pre-school classroom.

The effectiveness of leadership and management of the early years provision

Robust recruitment and vetting procedures are in place making sure that all members of staff are suitable to work with children. Attention is paid to promoting children's safety by those who work with them. Staff have a good understanding about safeguarding issues and reporting concerns, although new members of staff are not completely sure who the designated child protection officer is within the nursery.

There are a range of relevant policies and procedures which are implemented in practice and shared with parents and carers. This enables the setting to run smoothly and promotes positive outcomes for the children and their families. All documentation required by legislation is in place and updated as required to meet children's changing needs. Clear risk assessments are in place although there is a minor weakness with regard to making sure that all potential hazards are recorded. For example, how children are prevented from accessing the laundry room in the pre-school classroom. Staff have completed paediatric first aid training enabling them to provide appropriate care for children in the event of an emergency.

The environment in which children are cared for and educated is safe and staff are attentive and supportive. Children are taught to be safety conscious without being fearful. The setting is conducive to learning and well cared for. Overall organisation is good and staff work well together to achieve the planned goals in learning and development. Outcomes are clearly attributable to the excellent use of high quality toys, resources, furniture, child-height storage and the effective deployment of staff. The outside play area is particularly well resourced and an asset to the setting.

Staff in the setting successfully promote equality and diversity and where necessary tackle unfair discrimination. They make sure that all children are well integrated, providing labels and learning key words to support those with English as an additional language. Staff update their skills and knowledge on a regular basis and help children to learn about and understand the society in which they live. Good partnership working takes place with other settings and agencies and this established multi-agency approach makes sure that children receive very good levels of support from an early stage and provides smooth transitions into main stream school.

The setting has highly positive relationships with all groups of parents and carers. They are fully consulted and involved in decision-making on key matters affecting the setting, for example the consultation and subsequent introduction of hot meals for the children and the new build of the nursery. Parents and carers are actively encouraged to contribute their views and suggestions about the provision which they do with confidence. Parents and carers are very well informed about all aspects of their own children's achievement, well-being and development. They

report that the setting has clearly helped their children to develop social skills and interact positively with others. Parents and carers feel fully involved and appreciate that staff take the time to listen. The highly inclusive systems of communication with parents and carers results in their strong levels of engagement with the nursery's work.

Actions taken by managers and staff are well-chosen and carefully planned to secure improvement well. Managers and staff are confident about what the setting needs to do to improve further and they have been successful in making and sustaining improvements so far.

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

All staff are focused on helping children to make progress in their learning and development, and promoting their welfare. There is a common sense of purpose and staff work well together to ensure that all groups of children have the opportunity to achieve as well as they can. Teaching is good and supports achievement.

Staff use a range of methods to support learning, including intonation and facial gestures along with visual and audio clues. Labels and posters provide positive images and act as reminders, for example hand washing posters in the toilet area remind children how to wash their hands thoroughly.

A key person system is in operation and learning journeys are maintained, enabling parents and carers to share in their children's achievements within the nursery and for them to contribute information about what their children enjoy doing at home. This approach helps the staff to learn about children's interests enabling them to build on what each child knows and can do.

Learning records are well presented and include observations of the children as they make progress towards the six early learning goals. However, whilst staff identify future learning intentions and use these to inform planning, there is a minor weakness with some staff who are not always consistent in using The Practice Guidance for the Early Years Foundation Stage when identifying children's next steps for learning to ensure that challenge in these areas remains appropriate and effective. Planning includes learning opportunities both inside and out and staff clearly know how to adapt activities to support individual children. Children currently make good progress towards the early learning goals and are developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future.

Children have good relationships with adults. They play well on their own, and those from different backgrounds and cultures work and play in harmony. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do from the excellent provision of child-height storage and exciting high quality toys and resources.

Children enjoy using their imagination as they take pretend trips using wheeled toys. They notice what is happening around them, pointing excitedly to helicopters and aeroplanes as they fly overhead or to the crane which is helping to build the houses further down the road. Babies are developing their understanding of space as they look for hidden objects in treasure baskets or enjoy putting different shapes into and out of the shape sorters. All children and babies are actively encouraged by staff to become confident communicators. Older children enjoy sharing their ideas and discussing how to care for their fish and pet budgie whilst babies communicate with gestures, sounds and babbling.

All children enjoy the extremely well laid out and equipped outside play areas. They move freely and easily exploring the natural world and having fun on the larger play equipment. These outdoor learning opportunities help the children to develop their balance and coordination on a larger scale than is possible indoors. Children enjoy their learning and become active creative learners, who are beginning to think critically whilst participating in a wide range of topics and activities.

Children show good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines and understand the importance of healthy eating. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. The recent introduction of hot, nutritionally balanced meals in the nursery further supports children to grow and thrive.

Children are secure with members of staff as they develop a sense of belonging to the nursery. They know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. For example holding onto the rails, without being asked as they make their way down the stairs to play in the garden. Their understanding of safety issues is demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. For instance they talk about not going into the fenced off swing area whilst they are being used, to avoid getting knocked over or bumped. Good quality interaction and well-organised routines provides an environment where children's self-esteem and confidence are positively raised.

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	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
--	---

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	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

