

Bibury Day Nursery

Inspection report for early years provision

Unique reference number

EY252915

Inspection date

18/10/2011

Inspector

Dinah Round

Setting address

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Type of setting

Childcare - Non-Domestic

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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

Bibury Day Nursery was registered in 2003. It is a privately owned nursery operating from its own premises in Parkstone, Dorset and serves the local and surrounding areas. The premises can be accessed via a ramp and the accommodation is set out on the same level. There are four playrooms, one of which is a sleep room. All children have access to a secure, enclosed outdoor play area. The nursery supports children with special educational needs and/or disabilities.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time, all of whom may be in the early years age group at any one time. There are currently 47 children on roll, of these, 43 are in the early years age range. The nursery receives funding for the provision of free early education for three and four-year-old children. It opens five days per week for 51 weeks of the year from 7.30am until 6pm. Children attend for a variety of the sessions on offer.

There are nine staff working directly with the children, which includes the owner/manager. Of these, five staff hold an early years qualification at level 3, and two staff have a early qualification at level 2, with another two working towards an early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Most children coming into the nursery settle well. Staff have a sound understanding of children's individual needs through working with parents and external agencies. Children take part in a satisfactory range of play activities which help to support their development, however, planned learning experiences are not sufficiently geared to children's individual stage of development to support them in moving onto the next step in their learning. Most documentation is appropriately maintained and children's welfare and dietary needs are suitably supported overall. Although, at times, the organisation and deployment of staff is not effective in ensuring that adult: child ratios are maintained. There are satisfactory systems in place to evaluate the quality of the provision and reflect on areas for improvement for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the requirements for adult: child ratios, as set out in Appendix 2, are met at all times (Suitable people) 25/10/2011
- request written parental permission, at the time of a child's admission to the nursery, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 25/10/2011

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

- improve organisation of staffing arrangements to offer consistent support for children's needs
- improve systems for acting on information from parents about a child's dietary needs, with particular regard to the preparation and labelling of food and drink for babies
- use observation and assessments to identify children's next steps and help plan challenging learning experiences for each child.

The effectiveness of leadership and management of the early years provision

The nursery is adequately organised, with most records, policies and procedures in place to help support the day to day management. This includes appropriate recruitment and vetting procedures to check staff's suitability to work with children. However, written parental permission to seek emergency medical advice or treatment has not been requested for several children. This is breach of a specific legal requirement. Effective security measures are followed to make sure that children are unable to leave the premises or others gain unauthorised entry. Risk assessments are carried out for all areas children come into contact with to help identify and minimise potential risks to children. Staff have a sound understanding of safeguarding issues which helps them know the procedures to follow if they have a concern about a child in their care.

The nursery is appropriately organised to provide separate areas for the different age groups. However, during the early part of the day the required adult: child ratios are not always maintained, which impacts on the children's well-being during this time. This is a breach of a specific legal requirement. The manager puts adequate contingency arrangements in place through the use of agency staff to cover absences. Staff are supported in attending training to continue to update their knowledge and training issues are revisited during staff meetings, such as new safeguarding policies put in place. Children have allocated key workers who have a suitable understanding of their individual needs, which helps children to feel settled. During the day staff link with each other appropriately to make sure that information about a child's care is regularly shared. However, the deployment of staff is not always effective to enable staff to offer consistent support for children's needs. For example, a baby room staff member is not on duty at the early part of the day to link with parents and support younger children's needs effectively.

A suitable selection of toys and resources are provided with many of them stored at low level to allow children to make free choices about their play. Children have access to some resources that reflect positive images of other cultures and the wider world to help raise their awareness of diversity. Routines are organised to provide children with regular opportunities for outdoor play so that they get some fresh air and exercise. Children go outside daily, and at certain times the older children are able to free-flow between indoor and outdoor play areas. Staff link with parents and outside agencies to support any children with additional needs, adapting the environment and activities so that all children can be included. Recommendations from the last inspection have been satisfactorily addressed. Greater use is made of the outdoor play space, and some re-organisation of storage provides children with access to more resources and staff support children in making choices about their play. The nursery has developed systems to link with other early years settings through introducing a communication book to use with other providers. Generally systems to evaluate the nursery are informal, but the manager links closely with the local authority early years support team for advice and support on ways to continue to develop the provision. For example, the nursery has recently implemented new systems of observational assessments.

Staff promote relaxed and informal relationships with parents, who routinely speak to staff when dropping off and collecting children. Details about younger children's individual routines are provided by parents on the information sheets, and this is used to help children feel settled and secure. The informal daily discussion between staff and parents, alongside the use of the daily sheets for the younger children, means there is a regular two-way exchange of information about children's care and well-being. Parents are encouraged to get involved in children's learning through attending parents' open evenings, where they look at their child's learning file and discuss their progress. There are suitable systems in place to link with outside agencies and other early years settings children attend, which contributes towards the continuity for children's care and learning.

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

Most children come into the nursery confidently; they settle quickly and happily engage in an activity. Staff interact appropriately with children, providing reassurance and support for less confident children to help them settle. Children have access to a varied range of activities and play experiences both indoors and outdoors that keep them sufficiently occupied. Staff have recently implemented a new system of observational assessments to help monitor the children's progress and achievements. However, these systems are not used effectively to help identify children's next steps, so these can be fed into planning to ensure that children's learning is well supported. Children generally know how to behave and how to care for the resources, but sometimes need reminders. They cooperate well at tidy up time, as they quickly find a job to do, such as helping collect and replace the toys on the low shelves. The use of praise and encouragement by staff helps to boost children's confidence and self-esteem.

Children are developing some independence as they self-select various resources, and older children are encouraged to take off and put on their own shoes and socks for the yoga session. They listen carefully to the instructions during the yoga activity, and have fun as they stretch and move their bodies on their journey to Australia. Younger children enjoy listening to nursery rhymes and respond with smiles, copying staff as they clap at the end of a song. Children concentrate carefully as they build and fix with the construction bricks, telling others 'We're going to build our own ship'. Number and counting is introduced appropriately through the various play activities, for example, children are supported in learning to count the different pieces of fruit in their shop. Children have access to a suitable range of creative play activities and use their senses well to explore a variety of mediums, such as paint, sand, water and soil. Younger children enjoy finger painting and exploring the different items in the treasure basket. Children take part in growing activities, where they plant, water and care for a variety of vegetables, such as potatoes, carrots, peas and runner beans. They get involved in harvesting the vegetables and then taste them at mealtimes, which helps to raise their awareness about where food comes from.

Children's health and safety is suitably supported. They follow regular hand washing routines to help them learn about the importance of keeping healthy. Children benefit from the provision of healthy food, such as snacks of fresh fruit and the freshly cooked hot meals that are prepared on the premises. Clear information about any special dietary requirements is obtained from parents and children are offered alternative options at mealtimes to suit their dietary needs. However, systems for the preparation of babies' food and drink are not sufficiently robust to make sure that all items are clearly labelled to support their individual dietary needs. Children learn about aspects of their own safety. They understand how to move around and use equipment safely within the nursery.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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