

Birdwood Nursery

Inspection report for early years provision

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Inspection date 10/01/2012
Inspector Amanda Shedden

Setting address St. Marks Methodist Church, Allenby Road, MAIDENHEAD,
Berkshire, SL6 5BQ

Telephone number 01628 631024

Email

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

Birdwood Nursery was registered with a new provider in September 2007. It is situated in St Marks Methodist Church, Maidenhead, Berkshire. The nursery has use of the main hall, small hall, kitchen and toilet facilities. There is a fully enclosed outdoor play area. Sessions are from 9am until 12 noon during school term times. On Monday, Wednesday and Friday, a lunch time facility is offered until 12.55 pm.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is registered to care for 30 children aged from two to under eight years. There are currently 43 children from two to five years on roll. The nursery receives funding to provide free education sessions for children aged three and four. Children attend for a variety of sessions. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs eight members of staff. Of these, seven hold appropriate relevant childcare qualifications and one is working towards a qualification

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy as they enjoy their time at this stimulating nursery. It is a fully inclusive setting where children's differences are acknowledged and respected. The experienced staff team support the children's learning through planned activities and they maximise on every opportunity to enable children to make good progress. Overall, parents are kept informed of their child's progress and they are aware that observations of their children's learning and development are made. Children have access to many good quality resources but few positive images to boost children's understanding of a diverse society are displayed within the environment. Staff meet regularly to evaluate the sessions and this contributes to their ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems to enable parents to review their children's progress regularly and contribute to their child's learning and development record
- review the indoor and outdoor environment to include words and images that

enrich children's understanding of a diverse society.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of child protection procedures and robust recruitment and vetting procedures are used to check that all adults working with the children are suitable to do so. The procedure in place for the arrival and departure of children helps to keep them safe. Staff make effective use of risk assessments to make certain that all areas the children access are safe.

Staff work hard to arrange and organise a stimulating and welcoming environment to children. They make sure that children have access to a wide range of good quality resources and activities that promote their learning. These include toys that help children learn about differences, such as, small world figures with different skin colours. Staff are effectively deployed and their positive interaction with the children ensures that, when needed, resources are added during the session to extend and enhance children's play. For instance, staff are alert to the increase in numbers of children using the outdoor area and when this happens they respond by bringing out more resources, such as, bubble blowing materials and petrol pumps.

The nursery is fully inclusive and all children are treated as individuals. The staff know the children well which enables them to offer the children appropriate challenges and effectively meet their individual needs. Children who speak English as an additional language are supported well by staff who also speak their home language and by using resources, such as bilingual books.

The experienced and knowledgeable staff meet regularly to evaluate their practice and the experiences the children are having. They make changes that enhance the provision for the children. For example, they have recently introduced free flow play which enables the children to choose whether to play indoors or in the garden. They use their evaluations to create development plans that identify improvements for the future. Staff share a drive to improve the nursery provision.

Staff have established effective partnerships with other agencies involved with children who, for example, have additional needs. Their joint work is thorough and concentrates on what will benefit the child. They work together with professionals and parents to create individual learning plans to ensure continuity of care and education. They also work closely with other providers to make sure there is a shared approach to children's care and learning. Partnerships with parents are strong. Parents value the nursery and the experiences their children are having. They are aware that staff make observations of how the children spend their day at the nursery and the experiences the children have. However, parents do not always contribute to identifying their child's next steps for progression or to their learning and development record. Staff take time to speak to the parents each day, keeping them well informed of their child's day. Regular newsletters and posters support the parents understanding of the nursery's planned weekly focus.

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

Children play in a calm and quiet environment, moving freely around the room and garden selecting for themselves what they wish to do. They receive good support from the staff whose positive interaction promotes their learning. Staff ask open-ended questions, encourage children to think about what they are doing and contribute their own knowledge. There is a good balance between activities children choose for themselves and those that are led by the staff. The staff's knowledge of the children enables them to use both planned and unplanned activities to progress or consolidate the children's learning.

Children are introduced to a different colour, shape, number and letter each week. The children show their confidence as they stand up and talk to a small group about what they have brought in that reflect these. Each week the literacy table has work on offer that also targets individual children's further learning in problem solving, reasoning and numeracy.

Children become involved in a range of different activities that contribute to their development in all six areas of learning. They use their imaginations as they play with the small world resources or ride the cars outside which they stop to fill up with petrol. They develop their physical skills as they manipulate the play dough, build with bricks and freewheel on the tricycles. Children learn to read their names as they self-register on arrival and when they are shown their names at home time. They are encouraged to write their names or make their mark as they name their work and through planned activities.

Children concentrate and persevere on their chosen task. The organisation of the session allows them time to complete what they are doing, such as, painting or drawing. They take turns and co-operate while they play board games and take turns at being the wolf in 'What's the time Mr Wolf?' They enjoy reading and looking at books as individuals or in bigger groups. They enjoy contributing to group story time and saying what they know about the story.

Children enjoy the cafeteria system operated within the nursery as they can choose to have their drinks and snacks when they wish. This helps them to recognise their own needs. They are encouraged to be independent as they butter their bread and clear their plates away. They also become independent in their self-care skills and know how and why they wash their hands at the appropriate times.

Children are comfortable, confident and feel safe within the environment. They know the routine of the session which gives them a sense of security. They have warm relationships with the staff and each other. Their social skills are developing well and are promoted by the staff who regularly praise and encourage the children. They show respect for each other as they play extremely well together. As a result, they develop good skills for the future.

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