

Inside Out Bubbenhall Independent Day Nursery & Pre-School

Inspection report for early years provision

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Inspection date

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Inspector

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Inside Out Bubbenhall Independent Day Nursery & Pre-School was registered in 2007 and operates from previous school premises in the village of Bubbenhall in Warwickshire. The nursery is open each weekday from 7.45am to 6.15pm for 51 weeks of the year. All children have access to large enclosed outdoor play areas. Entrance to the building is at ground level. Access to the first floor pre-school playroom is via stairs.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Registration is for a maximum of 80 children under eight years at any one time and all may be in the early years age group. There are currently 101 children under eight years on roll and all are in the early years age group.

A team of 24 staff care for the children and of these, 21 hold early years qualifications ranging from Level 2 to Level 6. The team includes three who are qualified to degree level, two to Level 6 and of these one holds Early Years Professional Status, and two staff are working towards Level 5. There are 13 team members qualified to Level 3 and two who hold a Level 2 qualification are working towards Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff promote children's welfare effectively and meet children's individual developmental needs extremely well. Health and safety within the building and outdoor play area is given a high priority. The provider, manager and staff are aware of strengths and areas for improvement and they work well together to ensure that the needs of children, parents and carers are met. Information obtained from parents helps staff to identify and address children's differences effectively, although children's opportunities to gain an awareness of diversity have some limits. The partnership with parents is very good, but the partnership with other early years providers is not currently maximised. Staff have experience of liaising with external agencies or services to ensure a child gets the support he or she needs.

What steps need to be taken to improve provision further?

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

- extend practice for promoting and valuing diversity and difference in order to develop children's knowledge and understanding of their wider society
- develop liaison with other providers delivering the Early Years Foundation Stage for a child to ensure progression and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

Children are cared for in a stimulating, warm and welcoming environment. Staff assess and successfully minimise risks on a daily basis and risk assessment records are good. The provider ensures that procedures for recruitment, selection and induction are clear and staff members' suitability is checked thoroughly. Staff are aware of their responsibilities with regard to protecting children from abuse in accordance with the Statutory Framework for the Early Years Foundation Stage requirements and the Warwickshire Safeguarding Children Board procedures. They complete safeguarding training every three years and procedures are regularly discussed at monthly staff meetings. Good procedures and practice ensure that health and nutrition is promoted well and necessary steps are taken to prevent the spread of infection. The nursery achieved a maximum rating following an inspection by the Environmental Health Officer in July 2011.

The provider, manager and staff are working well together to make sure that their knowledge, skills and experience combine in order to meet the care and learning needs of children effectively. A current priority for improvement is identified as increasing multi-cultural resources in all rooms. Staff are motivated to continually improve their knowledge and skills. All staff attend safeguarding, first aid and food hygiene training and renew their certificates every three years. Advice and support from local authority development workers is sought and valued. At the time of the last inspection a total of eight recommendations were raised, five to improve the standards of the care and three to improve the standards of education. Ones that link to children's safety, partnerships with parents, planning for next learning steps and record keeping have been addressed well. A recommendation to develop resources that actively promote equal opportunities is not fully addressed. All required documentation and records are kept up-to-date and in good order. Resources are chosen for their quality and durability as well as to meet children's developmental needs effectively.

The partnership with parents is strong. Parents are extremely happy with service provided and many are keen to share very positive views. A settling-in procedure is arranged with each parent according to their child's needs. Written information provided for parents is good and includes a full range of policies and procedures and detail on the six areas of learning. Information obtained from parents is very good with regard to each child's backgrounds and needs. They are involved in their child's learning and development because they can access their child's learning journey folder at any time and they are invited to take it home and add their own comments, particularly after parents' evenings when more formal meetings with each child's key person are arranged. A Parent Partnership group was established in 2011 and parents are invited to a Friday Lunch Club. Newsletters are regularly sent out and useful information including policies and procedures is accessible in the entrance area.

Staff ensure that they provide effective inclusive care for children and they demonstrate a very good awareness of each child as an individual. Some toys and

books reflect diversity positively and some religious and cultural festivals are acknowledged, however, practice to ensure that children learn about similarities and differences is not maximised. Inclusion is addressed well and staff have experience of liaising with external agencies or services to ensure that a child gets the support he or she needs. Parents pass information on from other early years providers but direct links have not been made by nursery staff in order to ensure consistency of care and education for children.

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

Children are making very good progress and staff are clear of their responsibilities with regard to ensuring that every child is challenged effectively. The range of resources and activities meet their needs well. Each child has a folder that contains clear written detail on achievements, examples of art work and next steps planning. Staff ensure that they plan in accordance with each child's interests as well as their learning needs. A good initial settling-in procedure and excellent transition arrangements between rooms ensure that children are settled, secure, confident and happy. Young children play cooperatively alongside each other and enjoy the involvement of staff in their play. Older children are beginning to involve others in their play situations and friendships have formed amongst three and four-year-old children. Older children show consideration for others and are learning to share and take turns.

All children develop good manipulative skills as they play with a variety of toys and tools that are appropriate for their different stages of development. They make marks in paint, sand, flour and in play dough with tools and with their fingers. Toddlers and older children make marks and draw on chalk boards that are fixed to the wall. Pencil control develops very well. A group of three and four-year-old boys sit with a staff member and draw. They ask her to draw pictures and they then copy or talk about what they prefer to create. Drawings are detailed and children count and talk about the shapes of windows and doors as they draw them on aeroplanes and houses. Children write for a range of purposes, such as in the role play area where they write telephone messages and food orders when pretending to be the waiter/waitress. All children enjoy easy access to a range of books that are suitable for their different stages of development. Babies explore sensory books and older children confidently ask staff to read favourite stories to them. Children aged two and three years enjoy sitting in the quiet area and looking at books with a staff member on a one-to-one basis. Older children learn to recognise their name in print on name cards that are used to register their attendance, and they use these to copy their name on to their pictures. A photograph is added to the cards of younger children. Children are encouraged to share their views and ideas and babies express themselves through sign language. A staff member has completed Makaton training and has cascaded these skills to other staff members.

Mathematical language and problem solving is part of the daily routine and children learn to count with one-to-one correspondence. A group of two and three-year-old children play in the home corner and are supported by a staff member in

identifying how many bowls they need for the number of children in the group. They play in the wet sand and talk about whether buckets are full or empty. Older children competently use the scales when weighing ingredients for their baking activity. Opportunities for children to explore and investigate are very good and their creativity is promoted well. Older babies and toddlers choose to play with home corner toys. They treat baby dolls with care as they cuddle and feed their babies. Children learn how to keep themselves healthy and safe. They learn how to cross the road safely, care when climbing up and down the stairs, safety reasons for taking turns on climbing equipment and why they must walk when playing inside. Activities are enjoyed equally inside and in the outdoor play area. Meals and snacks are healthy and nutritious and fresh food is cooked daily. Children's learning on healthy food and life styles is supported well as they help to plant, grow, pick and then eat vegetables.

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