

Branston Community Day Nursery

Inspection report for early years provision

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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*.

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Description of the setting

Branston Community Day Nursery has been registered since 1990. It operates from a self-contained wing within the Branston Community Academy. The nursery has access to two main play areas incorporating a baby area, a sleep room, an office/staff room, a kitchen, toilets, entrance hall. All children share access to a secure enclosed outdoor play area, and their own garden, growing and den areas. The nursery also has the use of the extended academy grounds and facilities including community lounge and library. The nursery serves academy staff, the local community and surrounding areas.

A maximum of 30 children aged from birth to five years may attend the setting at any one time. There are currently 43 children attending who are within the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. They currently support children with special educational needs and/or disabilities. The nursery opens between 8am and 6pm, five days a week, 51 weeks of the year. Children attend a variety of sessions.

The nursery employs nine members of staff. All staff hold appropriate early years qualifications and one is working towards a further qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle very well in the nursery and receive excellent levels of care because the experienced well-qualified staff work very closely with individual children and their families. Excellent systems are in place to ensure that all children's individual needs are routinely met. Staff have a very good knowledge of the Early Years Foundation Stage and how children develop and learn through play, they demonstrate that they understand the welfare requirements. Exceptional partnerships between parents and other agencies ensure individual children's needs are met and their protection assured. Successful steps are taken to self-evaluate the provision for children and the nursery demonstrates an excellent capacity to make continuous improvement and sustain and develop its existing very high standards. Detailed and informative policies and procedures securely underpin the excellent practice within the nursery.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing with the development of the outdoor provision, for example, to include a growing area for children.

The effectiveness of leadership and management of the early years provision

Children are very well protected because staff have an excellent understanding of safeguarding procedures and know how and when to take action to safeguard children in their care. Staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified established staff team keep the premises very secure and supervise the children at all times. The nursery have very robust recruitment procedures in place. Meticulous risk assessments are carried out to provide a very safe environment for children to play and learn in. The staff team have very high expectations and set high standards which are embedded across all areas of practice. The whole staff team are involved in the self-evaluation process. They have completed action plans which are very clear and achievable. The staff update policies and procedures appropriately. The nursery routinely makes use of a wide range of monitoring systems relating to the provision and outcomes for children. Children's well-being is significantly enhanced due to the outstanding organisation of this setting. Morale is very high and all staff take responsibility for what they do within the nursery. The leadership is exceptional in inspiring the staff team to work towards meeting and sustaining ambitious targets. The nursery has satisfactorily addressed the recommendation raised at the last inspection.

The excellent liaison with parents and carers contributes to improvements in children's achievement, well-being and development. Staff place great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start the setting. They complete information sheets and forms about what their child can do and their individual likes and dislikes. This information helps staff to have an excellent knowledge of each child's background and needs. Children are allowed to settle in at their own pace. Parents are actively involved in supporting their child's learning and development at home. The nursery has an open door policy and parents can spend time with their child's key worker to discuss their child's development and progress. The nursery listens to parents' wishes and takes action upon comments made. Parents speak very highly of the nursery, their comments for example, 'the nursery is out of this world' and 'has a real family feel', 'their child loves to come', 'staff have a passion and love what they do'. The nursery has developed a very effective partnership with the local school and with other early years settings in which some children attend. The excellent relationship with the local school ensures that children receive consistent care and a smooth transition on to their next stage of learning.

All staff are focused on helping all children to make exceptional progress in their learning and development, and in promoting their welfare. The staff team work exceptionally well with the parents and fully involve them in all that they do. Resources are very good, fit for purpose and support children in their development. The environment is conducive to children's learning and is managed very well, children clearly benefit and thrive as a result of this provision. Staff

make the most of diversity to help children understand the society they live in. They are currently developing further the already inspiring outdoor areas to maximise these to their full potential for children's learning.

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

Children make very good progress towards the early learning goals. Staff provide a comprehensive range of activities that take into account children's individual learning needs. They provide a well-balanced day that contains suitable periods of time where children mainly follow their own initiated ideas as well as some adult-led activities. The staff are extremely confident in their teaching skills and let the children lead and redirect the activities. For example, when a child is pretending to make the staff member a cup of tea, the staff member encourages the child to think about safety issues around the 'hot water' and 'being careful' and asking if the drink is cool enough to drink. Staff plan what to have out with care and take account of each child's interests and learning needs. Staff observe children during their play and use this information to monitor progress and plan for future learning. From the time they arrive, the children are eager to explore whatever is available to them and they meet every new challenge with a real passion. Through their interaction with the children the staff draw out learning and ensure appropriate levels of challenge are available for all. Children are very eager to play and join in with the activities; they get excited at what they are doing. For example, when playing with the bubbles outside the children demonstrate lots of lovely excitement. The younger children are amazed when they blow their own bubbles and then watch them float about. Their levels of concentration are excellent as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. All play areas are very well organised enabling children to choose freely between indoor and outdoor play. The nursery have just been given another piece of land to turn into a growing area for the children.

Children's social skills and ability to communicate with others are rapidly enhanced, so that they are developing the underpinning skills needed for their future success. All children behave very well as staff use appropriate strategies to encourage children's good behaviour, for example, distraction or positive praise. Children in the preschool room are aware of the tidy up routine, and respond very well at tidy up time. They have lovely warm relationships with the staff and have lots of fun with them. Children willingly approach the staff as and when needed, demonstrating that they feel safe. Babies put their arms out to be picked up and snuggle into their key person. The emotional wellbeing of children is excellent, children know who their key person is but they still approach other staff with confidence. Children are thriving due to their physical and emotional needs being met by the staff. They gain a real sense of belonging to the nursery, as names and photographs are used throughout the nursery in many different ways. Older children play lovely together and have definite friendship groups in place. They help and support each other whilst playing and are very caring towards each other. Children learn about keeping themselves safe through the discussions and activities provided. They are provided with clear safety guidelines and boundaries.

Children follow very good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the session. They learn table manners and social skills as they all sit together for all meals in small social groups. Lunch time monitors help with the setting of the tables, this helps with their problem solving skills as well as promoting their independence. Children learn about healthy eating whilst sitting and eating their meals through appropriate questioning by staff. Children's independence is promoted extremely well. For example, the older children confidently pour their own drinks at snack and meal times or whenever they are thirsty.

Children enjoy sitting and looking at books and one small group of friends sit and read stories to each other. Babies make sounds and the staff respond back with clear eye contact, sounds and words so they are learning how to communicate. Most children are very confident to make marks and the nursery promotes mark making in all areas, both in and outdoors. Children confidently count within their play and talk about the different shapes that they see. Babies quickly learn about shape as they play with the different shape sorters. Younger children learn in a fun way about subtraction as the staff member encourages them to take one of the two small world animals and then asks the children how many are left? Children use and develop their small muscles and hand-eye control in all that they do. They have excellent opportunities to practise their physical skills both in and outdoors. They manoeuvre the wheeled toys. Children rest and sleep according to their own individual needs and routines. They access a wide range of resources to help them positively explore and value differences and similarities in the wider world. This helps them through play to value and respect one another. Children are very confident with the use of information communication and technology. They work through programmes on the computer. Children enjoy singing, songs and rhymes, they get very excited as they move their bodies as they follow the actions and play with the musical instruments.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
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	1

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