

Best Nursery (Shefford)

Inspection report for early years provision

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Inspector Lynne Talbot

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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

Best Nursery (Shefford) was registered in 2011. The provision operates from a purpose-built centre in Clifton, Shefford, Bedfordshire and serves the local area and wider area. The building is accessible to all children. Children have access to a secure outdoor soft surface play area, as well as, a dedicated all-weather play provision.

The provision is open each weekday all year round with the exception of bank holidays and one week between Christmas and New Year. Sessions are from 7.30am to 6pm. Children are able to attend for a variety of sessions. A maximum of 64 children may attend the provision at any one time. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare register. There are currently 230 children on roll, 115 of whom are within the early years age range. The provision provides funded early education for two, three- and four-year olds. The provision is also registered to offer care to children aged over five years. Children occupying these places share the same facilities as the children in the early years age range.

Some children attend other settings, such as, the early years unit of the local primary school or childminders. The provision supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The provision employs 20 members of child care staff. 19 childcare staff hold appropriate early years qualifications at Level 2 or above. Several members of staff hold a degree in childcare or early years education, the nursery manager also holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Planning for children within this provision is varied and imaginative. Responsive staff ensure that children receive teaching that motivates them and fosters rapid progress in their learning and development. The staff group create a highly welcoming environment using significantly effective safeguarding procedures and thorough risk assessments. They ensure that they have cohesive knowledge of each child's needs to ensure that every child is totally included. Partnerships with parents and carers are strong while those with other agencies are key strengths. The management team communicate dynamic ambition and drive to secure purposeful continued development using systematic self-evaluation.

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 to extend the methods used that underpin the highly successful

partnership with parents; with particular regard to further engagement within the planned learning programme.

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures for safeguarding are implemented robustly to maintain a consistently high standard of safeguarding for children. This is a key part of the training programme for all staff. Staff vigilance and keypad security on all exterior and interior doors support the overall security. The manager ensures that all persons required undertake the appropriate checks to safeguard children. Children are safeguarded by the extensive recruitment procedures, including, a comprehensive probationary and induction programme of new staff. The manager and her room managers are exceptionally successful in inspiring the staff team to work towards sustaining ambitious targets. High expectations and standards are embedded across all areas of practice. Regular appraisals and reviews are carried out, staff are encouraged to set targets and management help staff to achieve them. Examples of recent training courses attended are degree courses, the ICAN accreditation, a signing course, and safer recruitment. Comprehensive risk assessments for the premises and outings undertaken are scrutinised to ensure their efficiency. Self-evaluation at all levels reflects rigorous monitoring and analysis to bring about sustained improvement. Each base room and manager has established an individual improvement plan and this feeds into the overall development plan for the provision. Regular staff meetings are held wherein staff review all policies and cascade training, this ensures a cohesive approach across all areas. Parents and carers contribute to self-evaluation through regular questionnaires and the development of the secure online site offers a further forum for parents to contribute to the provision.

Children's individual learning styles are fully respected. The provision works within three base groups; each group has direct access to the all-weather shared area and thence to the exterior area. Children mix with each other and the whole staff group, this significantly enhances their sense of belonging and security and aids smooth transition as they move between the different age bases. The environment is highly conducive to learning with a first class range of quality play provision used to achieve the planned goals. Partnerships with parents are strong whilst those with other agencies are exemplary and key strengths. The provision continues to approach other settings that children move to in order to achieve a higher level of communication and consistency for children. The inclusive systems of communication used to engage parents ensure that there are productive partnerships, resulting in strong levels of engagement. Parents' evenings each term provide a forum for involvement within children's learning and development, as do the daily diary books with a page for parents each day. Children enjoy the 'my special person day' when they bring someone into the provision with them. However, there is not yet a clear link shown between observation that takes place in the home by parents and the planned learning in the provision.

The staff team place equality of opportunity at the heart of its work. They actively promote equality and diversity and tackle unfair discrimination. The staff group

have a committed and forward-thinking attitude towards the overall care for every child and give the utmost priority to working cohesively. They work closely with other agencies where support for children is required. Detailed individual plans ensure that every child has their specific needs fully met. Additional equipment is supplied, where needed, to ensure that every child is able to access all areas freely. Signing is incorporated to help all children to enhance communication. The managers and staff make the most of events and festivals to broaden children's awareness of each other's home culture. For instance, key words in other languages are learned and shared, and they explore celebrations and festivals to stimulate children's interest. This helps children to appreciate the local and wider society around them. Consequently, the outcome in children's achievement and the well-being for all children are exceptionally high.

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

The excellent practice of staff means that the planning programme adapts to meet all children's needs. Assessment with intricate recorded observation is rigorous and fully identifies next steps. Progression is closely monitored, and the impact of planned activities is measured by systematic evaluation. Consequently, children make significant gains in their learning. All children are physically active, Best House (Sheffield) nursery has fully embraced outdoor learning. Free-flow play takes place between the indoor rooms, the all-weather area, and the outdoors which are equipped with an excellent array of facilities. Soft play facilities provide a physical challenge for babies and all-weather playsuits mean that they can explore outdoors in all weathers; the soft play surface outdoors provides a safe surface to support exploration. Facilities outdoors, such as, the climbing a-frame wall and the multiple climbing frames enable children to assess personal dangers and manage their own risks in tackling new physical challenges. Staff skilfully extend children's own initiated play. For example, free digging areas are provided as an extension of the gardening experiences, a bug house was developed to foster children's curiosity in the natural world, and telephone tubes extend curiosity in both language and the transfer of sound. Treasure boxes equipped with natural materials are freely explored. All children enthusiastically take part in music sessions exploring music and singing, action rhymes and dance. They use props to explore drama and act well-known stories developing confidence and self-esteem. Children use the 'dough station' where they independently follow a picture recipe to make dough. They discuss quantity and weigh ingredients, calculate how much of each ingredient they need, and work together extremely well. Children make their own decisions about what end result they want and spend extended periods of time working together until they are satisfied.

Children have exciting opportunities to extend their concentration and develop curiosity when they use the 'dark-den' with an array of lights and torches. Colour touch-boards, computers and remote controlled bugs add to the technology explored by children. Children explore real life experiences within home corners with equipment provided to support mark making, literacy and physical development. Staff capitalise on children's interest in home corner play by offering fresh fruits and vegetables to extend interest. All children have stimulating

activities and facilities to support mark making skills; clip boards in all areas support free exploration. Children are very creative and are provided with an excellent range of materials to explore. For instance, when drawing they quickly extend this to make aeroplanes which they then take outdoors to fly, and staff interject with provision for children to expand drawings of people to 3-D figures. Children work in teams to design and make costumes from newspaper, they are clearly developing social skill and working with different media. Tactile experiences are vast and extend concentration, as well as, supporting children with specific needs. For example, treasure boxes are used frequently, buttons are hidden in sand to find, sand is added to paints, and 'compare weights' are used. Different air fresheners are used in individual rooms to enable children to differentiate and feel secure in home-base rooms.

Children take part in their own risk assessments of the premises showing an excellent awareness of personal safety. They have their own short handled mops and brushes and help to care for the premises. Children across the nursery plant an array of vegetables including beans and potatoes. Staff are skilled at incorporating all areas of learning within activities. For instance, children care for their plants, review the growth of beans, discuss what plants need for them to grow, and harvest them to have for meals. Activities, such as, these encompass all areas of learning and promote children's interest in new learning. Children are developing social awareness through a range of methods and fully exploring environmental issues learning about sustainability. All children, including babies, show an extremely strong sense of security and belonging within the provision. Strengths are recognised and applauded. For instance, 'together times' are developed to recognise freely chosen and favourite activities. Children are very well nourished enjoying meals prepared by the cook. The menu demonstrates the diverse society in which children live, including, a wide range of planned meals that adapt to any specific need or requirement according to dietary, religious or cultural need. Children show outstanding levels of independence, curiosity, imagination and concentration in this dynamic setting. They actively contribute to challenges with enthusiasm showing the attitudes necessary to support them through future learning situations.

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

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| 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

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|--|---|
| 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 | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| 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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met