

Baby Bede's Private Day Nursery

Inspection report for early years provision

Unique reference number EY431532
Inspection date 02/04/2012
Inspector Julie Earnshaw

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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

Baby Bedes children's nursery is part of the group St Bede Services Limited which has been re-registered as a limited company with charitable status. The nursery operates from a detached building situated in the grounds of St Bedes Academy in Bolton. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round except bank holidays. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 90 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides the flexible free entitlement for early education for three and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 26 members of child care staff, of these, eight hold appropriate early years qualifications at level 2. Seven have a level 3, three have a level 4 and one member of staff has a level 5 qualification. One member of staff has achieved the Early Years Professional Status and two are currently working towards their level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The uniqueness of each child is well understood and their needs met by members of staff working with all age groups. The learning environment is fully inclusive and children are making excellent progress in their learning and development. Reflective practice is demonstrated well through self-evaluation and staff work well in identifying and effectively making changes. Children's welfare is paramount and children are happy and settled in warm, welcoming surroundings.

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 develop the partnership between parents and carers, by strengthening the two way flow of information about their child's learning and development and making progress in ideas reflected on by the setting.

The effectiveness of leadership and management of the early years provision

The children's safety is paramount within the setting and a robust policy and procedure for safeguarding is in place. Staff have a sound understanding of the process to take if they have any concerns; with the nominated officer having a wide knowledge in this area. Vigilance in the children's physical well being both indoors and outdoors is shown through rigorous risk assessments. Use of an intercom system, visitors book, individual password for each child and visitors' badges ensure that both buildings are secure and safe. The suitability of staff to work with children are checked through thorough and robust recruitment and vetting procedures. Staff are motivated and led by a strong and dedicated management team who have an excellent understanding of the Early Years Foundation stage.

Equality and diversity is supported extremely well in the setting with high quality resource, images and a sound understanding of other cultures and countries incorporated in their planning. Policies and procedures are available in other languages and wheelchair access is available to both buildings. This has successfully created a fully inclusive environment.

Self-evaluation processes both in practice and the environment are beneficial and this is a strength of the setting. For example, a newly refurbished room has been made into a sensory room. It has high quality light, reflective and sensory resources which greatly benefit children with special educational needs and is enjoyed by all the children in the setting.

Partnerships with parents are of good quality. They are relaxed and friendly and effective systems are in place which contribute to children's achievements and development. Ideas in how to strengthen these home links are being evaluated and reflected on by the setting and are being developed further. Parents spoken to during the inspection were satisfied and positive about how approachable and helpful staff were. "A nice experience" and "brilliant" were among the comments.

There are excellent links with the school and school nursery situated on the same site as the setting. Children benefit from cooking classes, use of the information communication technology suite, library, and participation in plays and involvement in the Little Eco enterprise. Pre-school children also attend the local swimming baths for classes and a visit from a local dance academy for toddlers and pre-school children support the development of balance, coordination and concentration. They are also dedicated to supporting children who need the assistance from external outside agencies.

Deployment of high quality age-appropriate resources is excellent and easily accessible for the babies/children. This allows self-choice and the majority of the storage boxes are labelled. Each room has a cosy reading area and books are of a high standard.

Policy and procedures are in place and are readily available to staff and parents.

They are thorough which helps to promote the well being and health of the children, their families and staff in the setting.

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

Children are thriving in this calm and stimulating environment. They are enthusiastic to learn and are happy in their play, supported by affectionate staff with whom the children feel safe and secure. For example, a toddler felt unsure of a visitor's presence, however, she felt comfortable enough to approach her key person and sit on her lap for cuddles and reassurance.

Children access the room freely in a controlled manner with opportunities during the day to also access a well-equipped, excellent outdoor play area if they choose to do so. They access this in all weather conditions as a variety of wet or cold clothes and footwear is provided for them to use. Children learn about the environment as they plant a variety of fruit and vegetables and access an enclosed nature area with a bug house. Opportunities to visit the local school's nearby allotment where they have chickens are often enjoyed by the older children.

Healthy choices of snacks are on offer during the day for older children to select and with set times for the younger children. Children are encouraged to pour their own drinks creating independence and self-confidence. Water is on offer at all times to both the toddlers and pre-school children. Good hygiene practices are supported by the staff with tissues and hand washing facilities readily available.

Staff have excellent knowledge of the Early Years Foundation Stage and detailed observations, assessment and planning reflect this. Children are involved with the planning and there is an excellent balance of adult-led activities and child-initiated ideas. Staff use their experiences and knowledge to extend children's learning and effective questioning and home links support this.

Resources are of a high quality in all areas of learning in the rooms and are age-appropriate and at a child's height for easy access. Children enjoyed using musical instruments, role play equipment, creative and work shop household recycled items to support their creativity and confidence in expression. There are cosy snug areas for children to have quiet time, furnished with soft pillows, blankets and cushions, with a variety of books to read. A separate room with a soft play area in it provides the younger children with a slide, soft cylinders, spongy cushions of all shapes and a tunnel for them to enjoy safely.

Programmable toys are available in all rooms with a computer and key board in both the toddler and pre-school rooms to help them learn about everyday technology. Pre-school children visit the information communication technology suite once a week situated within the nearby school where they have the opportunity to use simple computer programmes and a variety of remote control equipment.

The environment is rich in literature and numeracy. Displays of children's work,

resources, pictures; flash cards and song/rhythm time were used to support children's numeracy, problem solving and literacy skills. All festivals and celebrations are embraced by the setting. An Easter bonnet parade and Easter service held at the nearby school had been planned for the children to participate in. This industrious nursery offers plenty of exceptional opportunities for children to experience and staff are highly effective in encouraging and supporting children's learning and development.

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	2

The quality of the provision in the Early Years Foundation Stage

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

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