

Budding Wood Private Day Nursery

Inspection report for early years provision

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Inspector

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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

Budding Wood Private Day Nursery was registered in 2011 and opened in 2012. It operates from a detached building in Swinton, Salford. The ground and first floors are used for childcare and there is a fully enclosed outdoor play area.

The nursery is open Monday to Friday all year round, from 7.30am to 6pm. Children are able to attend for a variety of sessions and a maximum of 28 children may attend at any one time. There are currently 28 children on roll, all of whom are in the early years age range. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs seven members of childcare staff, of whom four are qualified to at least level 3, with one being a graduate practitioner in early years. There is also a full-time cook. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery promotes children's welfare and learning well because effective systems are in place to ensure that their individual needs are met. Skilled and motivated staff are well informed about the Early Years Foundation Stage, which leads to positive outcomes for children in learning and development. Consequently, children are happy and secure in an inclusive and welcoming environment which addresses some aspects of diversity. There is a sound understanding of the importance of partnerships with parents and other agencies to promote continuity of children's care and education. Parents are suitably informed of their children's daily care, learning and routine, although systems are not in place for them to contribute to children's learning records beyond initial information. The well-organised approach to self-evaluation enables staff and managers to review and monitor their provision, demonstrating a strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further opportunities for parents to contribute to children's learning and development records
- provide a variety of positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

Safeguarding in the nursery is effective because staff have had comprehensive training of how to implement procedures if they have concerns about a child's welfare. Thorough policies and procedures, which are regularly reviewed, contribute to protecting children well. Risk assessments are thorough and lead to good practical measures being used to ensure children's safety within the premises and on outings. All staff are suitably vetted to protect children's welfare in the nursery. Induction is provided for new staff and volunteers so that they are aware of procedures to keep children safe in the setting. All statutory documentation is completed and reviewed to ensure the safe and effective management of the nursery.

Skilled and motivated staff are knowledgeable about the Early Years Foundation Stage so children develop and thrive. Staff roles are clearly displayed so parents and staff are aware of individuals' responsibilities in ensuring the effective management of children's care and learning. Resources are easily accessible to children and babies to enhance independence skills. Thorough policies and procedures promote equality and diversity. Staff who have additional training in the area of language and communication skills are well deployed to provide activities that promote children's language acquisition and enjoyment of books. Effective use is made of supernumerary staff to provide support, such as when settling new children and babies.

Parents praise the staff for their caring and flexible response to children's needs. They are informed about their children's progress and care through detailed daily diary sheets and appropriate information is obtained when children join the nursery. However, systems are not in place for parents to contribute further information to their children's learning records, which could be used to support planning for children's development. The nursery is already initiating positive links with local schools and other agencies to promote future continuity of children's care and learning.

Continuous improvement of the provision is a high priority for managers and staff, and morale is high, with systems in place to support staff motivation. A strong emphasis is placed on staff development in order to extend outcomes for children. The managers have ambitious but realistic targets in order to develop the provision, especially with regard to the outdoor environment. Well-organised systems are in place for management and staff to monitor and review the provision for children's safety and learning.

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

The nursery operates a key worker system to help children feel safe and secure. Children are confident and are able to tell staff about their play. Babies communicate their needs through vocalising, showing they know that staff will

respond positively. Children and babies explore their environment fully and good practical measures are taken to promote their safety. These include an extensive system of stair gates and a spy hole in the front door to see who is there before allowing access to the premises. Children wear high-visibility vests on outings so that they can be easily seen. Staff extend children's awareness of safety, for example, by enabling them to tidy up spilt sand, in order to help prevent accidents.

Planning is clearly displayed to support staff in extending children's learning. A system is used to identify activities as adult-led or child-initiated so that staff can use this in their interactions with children. Rooms are divided into areas, such as for role play, construction or play with malleable materials, and wall cards are displayed with information about activities and vocabulary that staff can use to enhance children's learning. Children's individual needs are comprehensively met because staff make frequent observations about children's interests and achievements to record their progress in detail. These are used to inform planning of inclusive activities for children. Babies thoroughly enjoy song and rhyme times with the enthusiastic staff, especially with small toys or puppets that represent characters from songs. Consequently, they develop their social, physical and communication skills as a good basis for further learning. Older children have access to resources that can be used flexibly to develop creative play and language skills.

Effective use is made of outings to extend children's knowledge and understanding of the world, as they enjoy walks to feed the ducks at a local pond and being able to observe the extensive school building project nearby. Older children have ready access to a computer with simple games to promote early numeracy, literacy and information and communication technology skills. Traditional festivals are celebrated which reflect the community using the provision, along with some from other countries and cultures. However, the nursery does not currently display a large variety of images that represent wider society, which limits opportunities for children's knowledge of diversity. Staff are effective role models for children to learn good behaviour and manners. Children take on responsibilities, such as helping to tidy up or set the table for lunch, to make a positive contribution to the daily routine. Artwork by the children and photos of them participating in activities are displayed to enhance self-esteem.

Children learn the benefits of exercise through weekly music and movement sessions, as well as walks and playground visits off the premises. Menus are varied and healthy. Special effort is made by staff and the cook to support weaning, and recipes are provided for parents on request. Fresh water is always available for older children to help themselves to and babies are frequently offered drinks to keep them hydrated. Fruit is prominently displayed to promote healthy eating. Toilet and nappy changing areas are very clean and there is well-organised, hygienic storage of individual children's clothes, comfort objects and toiletries to help maintain their good health.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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