

Baildon House 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*.

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Description of the setting

Baildon House Nursery is a privately owned day nursery that was registered in 2005. It operates from a detached property in a residential area of Baildon, in the Bradford district of West Yorkshire. The first floor, which is accessed via a flight of stairs, accommodates children under two years of age, and children aged two to under five years are accommodated on the ground floor. Children have access to a secure enclosed garden for outdoor play.

Opening hours are from 7.30am to 6pm Monday to Friday all year round, excluding Bank Holidays and the Christmas period. The nursery is registered on the Early Years Register and may care for a maximum of 32 children in the early years age range at any one time, 12 of whom may be under two years. There are currently 32 children on roll, who attend a variety of sessions and come from the local and wider community.

The provider manages the setting and there are seven staff members employed to work directly with the children. There are also additional staff employed for housekeeping duties. The manager holds an appropriate childcare qualification and the deputy has recently achieved Early Years Professional Status. All other members of staff hold a level 3 qualification. The nursery is a member of the National Day Nurseries Association and receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, secure and have fun in this setting, supported by well qualified and experienced staff who are led by a strong and dedicated manager. Highly effective relationships with their key children and parents are developed by staff resulting in children's individual needs, interests and abilities being well understood. Generally, staff use this knowledge well to support children and most aspects of children's welfare and learning are successfully promoted. Consistently high standards are implemented to keep children safe and secure. Staff throughout the setting demonstrate a strong commitment to their professional development, and systems mostly support the continuous improvement of the nursery. The partnerships with parents, local schools and other agencies are key strengths and are significant in ensuring that the individual needs of all children are met.

What steps need to be taken to improve provision further?

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

- develop further the systems for self-evaluation in order to identify strengths and priorities for development, assessing what is offered against robust and challenging quality criteria
- support children to clarify ideas by expanding the use of open questions

which support and extend their thinking and help them make connections in their learning

- improve opportunities for children to find out and learn how to use appropriate information technology, including the provision of programmable toys that support young children's learning.

The effectiveness of leadership and management of the early years provision

Children's safety is paramount within the setting and a robust policy and procedure for safeguarding is in place and shared with parents. Staff are confident regarding how to ensure children's safety and welfare and are very knowledgeable about the indicators of abuse. This enables everyone to be aware of what to do should there be a concern. Vigilance about the children's physical well-being, both indoors and outdoors, is shown through rigorous risk assessments, and daily visual checks are also carried out. Staff are well qualified and effectively deployed throughout the setting.

The environment is well organised and toys are readily accessible and stored attractively at child height and in clearly labelled boxes, enabling children to follow their own interests. The manager and staff share a clear vision and commitment to providing good quality childcare, although systems for self-evaluation are not fully in place. This may impact on the setting's ability to ensure that the views of children impact on practice. Recommendations from the last inspection have been addressed. This has resulted in better partnership working with parents, consistency in managing children's behaviour and improvements in observing their progress.

Partnerships with parents are excellent. Relaxed, friendly and effective systems of communication are in place which add to children's achievements and development. Parents are provided with a wealth of information, including daily slips, summary reports regarding their child's progress and regular newsletters which describe current themes and special events. Parents also support the setting by contributing their own knowledge and skills to the topics that children are learning about. Parents and carers report being extremely satisfied and comment 'my child cannot wait to get here'. Children develop a positive attitude towards diversity as the setting has lots of images and resources that reflect children with disabilities. Staff are trained in early signing and Makaton and have developed effective working relationships with key agencies and practitioners, enabling an early referral to be made if needed. Resources reflect the wider society, such as books, costumes and small world toys from other cultures.

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

Children show an extremely strong sense of security and belonging within the setting. Those in the under two years room confidently explore their surroundings and have well-established routines. The calm and proficient demeanour of staff

also helps young children to settle on arrival. Older children show a very good knowledge of personal safety because staff use opportunities to help them understand the reason for behaviour boundaries. For example, why they should not run inside or why they should be careful when playing with hockey sticks outside.

Children's good health is effectively promoted as they are encouraged to develop good hygiene routines, for example, hand washing before food and after toileting. The setting has also been awarded a five star food hygiene rating from the local Environmental Health department. Children are learning to make good food choices as they are offered a variety of nourishing meals cooked on the premises. Fruit at snack times and fresh water are also freely available during the day. Children enjoy the social aspect of meal and snack times as they sit together with their friends, chattering and developing good table manners. They are encouraged to play outside on a daily basis and are developing a broad range of physical skills as they play with wheeled toys, footballs, climbing apparatus and other outdoor equipment.

Staff are well informed about the Early Years Foundation Stage and use this effectively to support children in their learning. Staff regularly observe children, keep detailed records of their learning and progress and use this information to plan their next steps. Daily and weekly planning is based around the children, which staff are ready to adapt and change with the children's interests. Children also enjoy a range of interesting planned activities, such as growing sunflowers from seed or learning about the development of babies. Staff are aware of individual needs and adapt activities to include more challenge for older or more able children.

Children are developing good language and communication skills through targeted activities, and communication between adults and children supports learning and encourages children to make progress. Most staff are skilled at enhancing children's language development through asking open-ended questions. However, this is not always consistently applied, which may limit children's critical thinking abilities being extended. There are a range of engaging books available throughout the setting which children enjoy looking at together with staff. Labels around the two-to-five years room successfully enhance children's awareness of the written word. Children have plenty of opportunities to practise counting, for example, older children learn about shape and size while doing jigsaws or count while tidying up. Younger children learn about numbers through building stacking towers or find out about colours and textures while playing with coloured shakers and balls.

Children behave very well in the setting because the staff set appropriate boundaries, provide clear explanations and model the behaviour expected. Children are given a high level of praise to encourage and promote self-esteem. Older children help younger ones, for example, to find something that is purple at circle time and bring it back to the group. Children are developing a respect for themselves and others and the setting uses the major festivals, such as Chinese New Year, to enhance their awareness of different cultures and beliefs. However, activities that help children build their information and communication technology skills are not as consistently promoted and young children have limited workable

programmable toys to support their learning. Opportunities are purposefully in place for children to learn and develop skills for the future, for example, they are encouraged to find their own place at snack and meal times by identifying their names. This encourages skills that will be of benefit to them later in the move to primary school.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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	1
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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