

Red Balloon 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

Red Balloon Day Nursery in Bawtry has re-opened in 2011 after a change of ownership. The nursery is in the town of Bawtry near Doncaster. The setting is registered to provide care for 35 children under eight years of age of whom no more than nine are under two years of age. There are currently 53 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-olds. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have use of the whole of the premises and a secure outside area.

The nursery is open all year apart from a week at Christmas and bank holidays. It opens Monday to Friday. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

The nursery employs 10 members of childcare staff. All hold appropriate early years qualifications at level 2, level 3 and one is working towards level 4. The owner and cook are also on the premises.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery has a vibrant, exciting atmosphere where children make good progress in their learning and development. The nursery owner and management are highly motivated and enthusiastic and actively contribute to consistently good standards. Monitoring and evaluation are thorough, which contributes to maintaining and improving the settings effectiveness. Management have strived to develop inclusive systems of communication to ensure that there are consistent and productive partnerships with parents and others. This results in children's individual needs and welfare being fully supported, overall.

What steps need to be taken to improve provision further?

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

- improve circle time activity to interest and motivate all children
- review young children's lunch time arrangements to meet their individual needs.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are carefully managed and understood by those who work with the children. For example, mandatory child protection training is in place for all staff and, in addition, extra training is undertaken by

management. A range of documentation is effectively used to support their working practice and to ensure children are safe and secure within the setting. For example, written risk assessments are in place and staff are vigilant with regards to persons entering and leaving the setting. All staff have good knowledge of each child's background and needs, particularly their key person. They research different cultures and beliefs and make the most of diversity to help children understand the society they live in and to support children's differences.

The nursery owner and management promote consistency and enthusiasm among the staff team. Monitoring and evaluation are good, which contribute to maintaining and improving the settings effectiveness. For example, the self-evaluation and action plan are used successfully to make targeted improvements. The action plan is used to review and update the self-evaluation form. The practitioners have been very proactive in reviewing the outside play area and this has enhanced children's play and fun. For example, a no-mow grass has been laid to ensure a soft safe surface for less mobile young children to crawl and play on. Children are protected from strong sunlight when playing in the south facing garden as they are provided with shade by a very large parasol which allows continuous access in very hot weather.

The nursery team build good relationships with parents, carers and families. It values parents and this encourages parents to have the confidence to be involved in their children's learning and development and supports the children's overall progress. Management develop good inclusive systems of communication to ensure that there are consistent and productive partnerships with parents and carers, resulting in strong levels of engagement with the setting. For example, parents are invited to graduation day to celebrate the older children going up into school. The nursery endeavours to build strong and supportive links with other settings and agencies. The introduction of transition forms help to plan for the children involved and the participation in network meetings help to promote information sharing and good practice.

A very good range of resources, activities and opportunities help all children to learn well in all areas. Well-organised activities and sensitive support is a strong focus on children's personal development. Children respond well and they quickly gain confidence to take part. Children socialise very well, their independence and self-help skills are significantly enhanced. For example, all children are included on a rota system, as special helpers, and tasks are adapted to the children's level of ability. They help with specific tasks, such as setting the table with children's placemats, knives, forks and spoons. This gives them responsibility and helps them to feel valued.

Children with specific needs are monitored and supported well. Their individual needs are tailored to support both parent and child and key workers are consistent in incorporating and following parent's requests and agencies recommendations. A designated cook works exceptionally well alongside the nursery manager and staff to ensure children with specific dietary needs and requests are well supported and all children receive a very good balanced and nutritious diet.

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

The nursery has a vibrant and exciting atmosphere which is a strong factor in helping children to feel happy, settled and valued. Children's progress is well monitored through the use of observations, assessment files and tracking sheets. Parents are included in their children's learning and development through the use of 'plod' sheets that have observations and suggestions for activities to do at home to encourage their child's development. Children's social and emotional development is well supported by attentive and skilful staff, that allow them time and space to learn to play cooperatively. For example, young children learn to play side-by-side as they play on a musical keyboard. The very young children are helped by staff to stand and participate. Older children play cooperatively as they help to hold the rocker ride still for other children to be able to get on safely. All children are well supported by sensitive and caring staff. For example, babies are cuddled and gently chatted to whilst they have their bottle of milk; this ensures babies are relaxed and enjoy their feed times. Young children enjoy their lunch, although some have little time to settle their lunch before sleep time; this results in some young children being unable to finish their lunch before beginning to fall to sleep.

A wide range of well-planned activities motivate and interest children. Children continue to achieve well, although circle time is lengthy and loses some children's interest. Good opportunities for mark making and emergent writing are provided in a well-resourced area for this purpose. Children are making good progress in learning the letters and sounds of the alphabet and some recognise what letters are in their name and phonetically spell out their name. Mathematical language is encouraged and children are learning to describe the shape, size and position of objects around them well. Children are helped to recognise and use numbers in a variety of situations. For example, singing simple action rhymes and when using the computer, talking about the size and position of facial features.

All children explore and investigate; for example, young children explore custard. They smell, taste, draw lines and use toy cars to make tracks and patterns in the custard. They learn well about the wider world as they participate in first-hand experiences, such as caring for giant snails, this helps them to understand the needs of other living creatures.

Good regard is given to children's large physical movement and to the access of fresh air. For example, free flow is encouraged to the older and middle age groups and the very young children also access the outside play area most days. Children thoroughly enjoy themselves outside as they climb steps, play ball games and use sit and ride toys to good effect. Children's use of resources, equipment, other types of play and practitioners sensitive support allows children to gain a growing awareness and understanding of keeping themselves and others safe.

Good hygiene procedures continuously practised by staff help protect children from infection. For example, staff have access to small bottles of antibacterial gel and this is regularly used for cleaning hands after wiping children's noses. Staff and

visitors to the under twos room remove their outdoor shoes; this helps protect crawling children. Children learn well about good health and hygiene standards and routines. For example, they help to wipe the tables and wash their hands ready for dinner. They enjoy a healthy nutritious diet, young children are encouraged to feed themselves and skilful staff give children time to eat their food. Staff work well to support parent's and children's individual dietary needs and feeding routines and this has a positive impact on children feeling settled, safe and secure.

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	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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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	2
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

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