

# The BCoT Nursery

Inspection report for early years provision

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<b>Inspector</b>	Katherine Lamb

<b>Setting address</b>	Worting Road, Basingstoke, Hampshire, RG21 8TN
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<b>Type of setting</b>	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**

The College Nursery registered in 1996. It is based in the Basingstoke College of Technology and is self-funding. It is open between 8am and 6pm, Monday to Friday, for 50 weeks of the year. It is registered on the Early Years Register to care for a maximum of 44 children in the early years age range at any one time. There are currently 83 children on roll from three months to under five years. The nursery receives funding to provide free early education to children aged three and four years. College staff and students use the nursery, as well as families who work in the surrounding urban area. Children can stay all day or for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language. There are three main rooms, each catering for different ages. All children share the enclosed outdoor area. There are 13 permanent staff and four bank staff. The majority of staff hold appropriate early years qualifications, including Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thrive in the nursery and make excellent progress in their learning and development. Highly effective systems are in place to meet their individual needs. Exemplary procedures are in place to promote their safety and welfare. Overall, staff make excellent use of the available space and resources. There are outstanding partnerships with parents and external agencies, which have a very positive impact on continuity of care and learning. Self-evaluation is highly effective in reviewing all areas of practice, and the nursery's capacity for continuous improvement is exemplary.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- enhancing outdoor play activities to further extend children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding children is of the utmost priority to staff. There are exceptional policies and procedures in place to ensure that all staff are aware of their role in safeguarding and protecting children. The nursery has access to the college's exceptional safeguarding team, which provides extra support and counselling if



needed. There are rigorous systems in place for the recruitment of staff, and to check their suitability. There is a highly comprehensive induction process for new staff to help them gain an excellent understanding of their responsibilities. Staff turnover is incredibly low, which provides excellent continuity for children. Staff are highly effective in conducting risk assessments of the premises, resulting in exceptional levels of safety.

The management team is incredibly passionate and has an inspiring vision for the future. It is highly successful in motivating staff and fully includes everyone in the drive for improvement. The staff performance review and training system is highly effective. Group training sessions encourage excellent reflective practice using some innovative ideas, such as video observations of children's play. Staff demonstrate excellent levels of motivation by volunteering for projects to improve the nursery. Parent questionnaires are meticulous in gaining feedback for further improvement.

The nursery is very well organised to meet children's individual needs. It is very secure, safe and welcoming. Superb staff deployment means that children can move between the rooms and outdoor area freely. Children use a very stimulating range of resources that are easily accessible at their height. Overall, staff make excellent use of the outdoor space although there is still scope for development to enhance children's learning and development further. Staff are very keen to develop the outdoor area after attending an inspiring training course.

Staff promote equality and diversity with a high degree of expertise. They work exceptionally well with outside agencies to support children's individual needs. As a result, children with special educational needs and/or disabilities benefit from a very positive and rewarding experience. Staff also work very closely with schools that children will be attending to ensure a smooth transition. Staff plan innovative imaginative play activities and displays to support this process very effectively. Staff know children exceptionally well and have superb systems in place to ensure that all children are able to take part fully in all activities.

Parents state that they feel exceptionally involved in their children's learning. Staff share very detailed 'learning journeys' with them and with other early years settings where appropriate. Parents are very involved with these learning journeys and contribute to them with observations of what children do at home. Staff are highly successful in encouraging parents to become involved in the nursery. For example, parents enthusiastically share their own languages and cultural backgrounds with the children through songs and telling stories.

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

Children are incredibly keen to arrive in the nursery. They move around very confidently and are extremely settled. Staff maintain exemplary observations of children's progress and share these with parents very effectively to plan children's next steps in learning. They use highly effective records to identify gaps in learning



across the nursery and for individual children who need more help and support. Children are making outstanding progress in their learning and development as a result. A highly innovative dual key worker system is in place so that parents and children have two staff members to look after them. This process results in excellent continuity of care.

Children are able to explore an excellent range of resources freely. For example, they independently access a very well stocked book corner and sit in soft reading chairs to enjoy their stories. They show very high levels of independence when using the computer, demonstrating excellent progress in using technology. Staff use inspiring 'sound bags' reflecting each letter of the alphabet. Children thoroughly enjoy picking objects from the bags and sounding out the relevant letters. Staff make excellent use of children's interests to extend their learning. For example, when children bring a homemade volcano into the nursery, staff very effectively extend this interest through discussions, researching information on the internet and watching video clips. Children enthusiastically help to maintain a well-stocked vegetable and herb patch in the garden and use the herbs to make innovative sensory toys. Staff listen exceptionally well to children and give them time to speak. Such activities enable children to make excellent progress in developing skills for the future. Children who start in the nursery with no English are now making excellent progress and are able to have conversations in both English and their first language.

Children show a superb awareness of their health and safety as they move around the nursery with care. Older children are highly considerate of younger ones. Children of all ages have free access to outdoor areas at all times, which has a very positive impact on developing their physical skills. Staff provide excellent supervision outdoors and encourage children to take risks to develop their physical abilities and sense of safety, such as balancing carefully on milk crates. Children have excellent hygiene routines and are very familiar with procedures to wash their hands before meal times and after using the toilet. They show an exceptional understanding of the dietary requirements of others and know to wash their hands and faces after eating tomatoes, as one member of staff is allergic to them.

Children have exceptionally secure relationships with staff. Their behaviour is exemplary; they are very kind to each other and very respectful of each other's feelings. Staff value children's work very highly and display this attractively. Children are very proud of their 'transition to school' display with photos and pictures of their new schools and the uniform that they will be wearing. As a result, they develop very high levels of self-esteem and confidence.



## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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