

Berkhampstead Day Nursery

Inspection report for early years provision

Unique reference number

EY442298

Inspection date

18/07/2012

Inspector

Hilary Tierney

Setting address

Berkhampstead School, Pittville Circus Road,
CHELTENHAM, Gloucestershire, GL52 2QA

Telephone number

01242523263

Email

daynursery@berkhampsteadschool.co.uk

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Berkhamstead Day Nursery registered in 2012 and is owned by a subsidiary of Berkhamstead School (Cheltenham) Trust Limited. The nursery operates from a large converted building in the Pitville Circus area of Cheltenham, Gloucestershire. The nursery has close links with Berkhamstead School. The nursery is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register.

The nursery may provide care for 61 children under eight years of age, of these, no more than 61 may be in the early years age group and of these, no more than 21 may be under two years of age at anytime. The nursery is open from 8am to 6pm. Children have access to four large playrooms. Children are grouped according to their age in each room, birth to one-year-old, one to two years old, two to three years old and pre-school children. Currently there are 50 early years children on roll, of these 37 are under two years. The group receives funding to provide free early education for children aged three and four years.

At present there are eight members of staff employed, including the manager who work directly with the children. Seven staff hold appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have settled quickly in the short time they have been attending, they are happy, confident and demonstrate they feel safe in their surroundings. Staff are calm, caring and meet children's individual needs well, however, the key person system for younger children is not fully implemented. The environment is bright and welcoming and resources are of high quality and used effectively. There is a good partnership with parents developing and detailed information is shared with them regularly, although, systems to link with other early years settings are not yet in place. The self-evaluation process has been put in place, and staff are aware of where improvement is needed. The staff and management work well as a team and demonstrate a drive to improve the care provided.

What steps need to be taken to improve provision further?

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

- develop further the role of the key person system to meet the needs of all the children, particularly with the younger children, and provide a second key

person for children so that when the main key person is away there is a familiar and trusted person who knows the child well

- consider the organisation of routines, with particular attention to meal times, so that children are able to develop their independence further
- develop systems to ensure links with other settings are developed, when children attend them, so practitioners from each setting can regularly share details of children's development and learning records and any other relevant information to ensure continuity and coherence.

The effectiveness of leadership and management of the early years provision

Robust safeguarding policies and good staff awareness and understanding about safeguarding procedures help ensure that children are kept safe and secure at the setting. Security of the premises is good and staff are vigilant in their supervision of children. Clear records of any accidents that may occur to children and any medication administered to children are kept. All necessary written parental permissions are in place. Detailed risk assessments are in place for all areas of the setting and any outings taken by staff and children.

Resources are easily accessible, balanced and of high quality. All children are able to self-select resources in all areas of the nursery. Staff use resources effectively to help children learn and develop. Good use of posters, photographs and books around the rooms and corridors show positive images and promote children's understanding of the world around them. There is a good partnership with parents' and carers developing. Detailed information is shared regularly with them when they leave and collect their children. Parents' are encouraged to become involved in activities in the setting, for example, a father's stay and play day recently took place. Parents talk about how well their children have settled into the nursery and they speak highly about the staff and the care they provide. All parents know who their child's key person is and who to speak to if they have any concerns. Currently staff have not fully considered how they will share information with other early years settings, when children start to attend them. However, links with other professionals, such as health visitors and consultants, are developing well.

This is the first inspection since the nursery registered and the team of staff and management are working together well to provide good quality childcare. Staff have a drive to improve and are enthusiastic about how developments to practice can be made. The self-evaluation process has clearly identified the strengths of the setting and where improvement is needed.

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

Children are happy, confident, active learners and well behaved. They have settled well into the setting. Children's individual needs are met well. Staff who care for the younger children find out about their individual routines which means the

younger children eat and sleep according to their individual needs. Although, the key person system is in place this is not fully implemented and as a result, children may have several staff caring for them during the day. Children take part in a range of activities that help them learn and develop as they play. Children learn about sharing, taking turns and how to cooperate as they play through careful guidance from the staff. Interactions between staff and children are good and through the use of praise and encouragement children's self-esteem is developing well. Children enjoy looking at books alone and together with staff; they take part in the stories as staff read to them. Children enjoy role-play and dressing up. Children are able to make choices of activities and understand they can ask for activities out, such as painting. During an activity, children enjoy finding plastic bugs in a tray of shredded paper. This activity turns into throwing the paper in the air, pretending it is snowing. Then a member of staff gets a large piece of card and draws around a child and the children stick the shredded paper on the outline of the child, to make a snow boy, the children say.

Children are beginning to learn about healthy lifestyles. They have regular access to the outside play area where they are able to run, climb and explore what ever the weather. They enjoy playing in the rain and run around racing each other. Children understand that no one is allowed to wear shoes in the nursery and remind their parents to take their shoes off before entering the main areas. This ensures the nursery areas and play areas are kept clean. Children understand about hand washing and its importance. They enjoy sitting for snacks and meal times, although the older children are encouraged to pour their drinks at snack times. At meal times staff prepare the tables for ready for lunch, serve the children their food and pour children's drinks for them. Consequently, children's independence is not fully encouraged.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----