

Bullpit Road Nursery

14 Bullpit Road, Balderton, Newark, Nottinghamshire, NG24 3PT

Inspection date

Previous inspection date

25/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- There is an effective key person system in place that ensures children are well supported when they are new to the setting.
- Staff work very well together as a team and provide a very warm, homely and inviting setting for parents and children and parents speak well of the setting.

It is not yet good because

- Observations and assessments of children's progress are not sufficiently consistent to fully include parents and other providers to enhance children's development.
- Self-evaluation systems currently in place do not specifically identify targets for improvements, ways in which this may be achieved or what impact changes have had on improving outcomes for children.
- Children's specific diversity needs are not proactively planned for.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector toured the premises and observed children at play.
- The inspector spoke to the provider throughout the inspection.
- The inspector looked at a range of policies and procedures, including staff suitability.
- The inspector took into account the views of a parent.

Inspector

Angela Hufton

Full Report

Information about the setting

Bullpit Road Nursery is privately owned and was registered in 2012. It operates from a converted bungalow in Balderton, Newark in Nottinghamshire. It is accessible with car parking available at the front of the building on the road side. The setting serves the local area and surrounding areas. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday all year round, closing for one week over Christmas. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the setting at any one time, all of whom are within the early years age range. The setting offers care to children aged from birth to five years.

The setting is registered on the Early Years Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs four members of child care staff, three of whom hold a relevant early years qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that resources are in place which support children's awareness of their own and other cultures.

To further improve the quality of the early years provision the provider should:

- devise systems for self-evaluation which identify areas for continuous improvement
- improve systems to help parents to contribute to their children's learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff working directly with the younger children have some knowledge of the revised framework, including the introduction of the progress check at aged two and the prime and specific areas of learning. This ensures children make suitable progress in their learning and development. All children have good access to the toys and resources that are on offer. They make their own decisions about what they would like to play with and select from low-level shelving. They enjoy a suitable variety of activities across the seven areas of learning which are both adult-led and child-initiated.

Older children in the pre-school room engage in a wider range of activities effectively supported by staff. Children learn about size and develop coordination as they pour sand from a large bucket to a smaller one. They compare shapes and talk about the differences between them. They confidently count in numerical order and count out the sandwiches for lunch. Pre-school children also enjoy being creative, for example, they decorate cakes or pour pasta into bottles to make musical instruments. They take a real pride in their creations.

Children's physical development is effectively promoted. On a daily basis, they spend time outdoors, such as playing on a climbing frame or pushing and controlling a small

wheelbarrow. Older children have opportunities to learn gardening and cultivation skills. They learn how different herbs smell and how to take care of runner beans, collecting them for their tea. Younger children are encouraged to be creative. They enjoy making patterns and feeling the effect of shaving foam on their fingers. Children are gaining some skills in meeting their own needs. For example, they are encouraged to access their own drinks when they are thirsty. Each child has an individual learning journey which contains some photographs of them experiencing and progressing through a suitable range of activities. There are suitable systems in place to monitor and track the children's learning. Their key persons observe them in their play and make assessments about what they can do and what they need to learn next. Children's next steps in their learning journey are beginning to be used to inform future planning. This is at an early stage for the younger children.

The contribution of the early years provision to the well-being of children

Children who are new to this setting or less confident in their surroundings are effectively supported by staff and gently encouraged to take part in activities that interest them, such as pulling a scarf out of a tin and then trying to put it back in. Some time is spent with parents at the onset of care to find out about children's individual needs and routines. Staff know the children's likes and dislikes and when they need their comforters that they bring in from home, for example, a dummy or a cuddly toy. Staff share warm relationships with the children, they communicate with them at their level and show affection at appropriate times throughout the day.

Children are encouraged to develop a healthy lifestyle. The meals on offer generally take account of young children's nutritional needs and are enjoyed by the children. They readily tuck into meals, such as pasta and enjoy the garlic bread, followed by yoghurt for dessert. At times staff supplement the meals provided by the caterer, such as through adding tomatoes and cucumber to the sandwiches to ensure a healthy balance. Children have regular opportunities to access fresh air and exercise. Staff have actively developed the outdoor area to provide a range of opportunities and also take children on outings in the local area, including the park where children enjoy the roundabout and swings.

Children behave well and their confidence and self-esteem is promoted well. They receive warm praise from the staff in recognition of their achievements. For example, they are praised for carrying their plates of food to the table and helping to tidy toys away. Children make friends with one another and enjoy spending time with their peers. They are encouraged to share, be kind and show respect for one another. Older children are gentle and considerate of younger children and enjoy spending some time with them. Younger children eagerly go the pre-school room to see their friends and enjoy having tea with them.

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

Staff are committed to working well together to provide a welcoming and safe environment for children to learn and develop. They work well as a staff team. There is some capacity to improve outcomes for children and their families. The management team have recently identified some areas of staff practice that require improvement. They have also identified where improvements are needed to ensure better use of the space they have available. For example, re-organising the baby and toddler rooms to provide more effective use of the space for the children currently attending. The management and staff team have a positive attitude towards inclusion and are committed to treating children and their families with equal concern. Although, at present resources are not sufficient to help children learn about their own and other cultures which impacts upon their learning and development.

The staff team have a suitable understanding of the safeguarding and welfare requirements and children's safety is well promoted. Staff are encouraged to attend training to enhance their knowledge and understanding of matters, such as, child protection, food hygiene and first aid. There are secure arrangements in place to ensure staff who are not yet vetted through the setting are not left unsupervised with children. The setting has only recently begun to care for a wider range of children and have identified ways in which to refine systems in place, such as, registers and the safeguarding policy. The self-evaluation and action plan to identify and deal with weaknesses is at a very early stage to fully ensure continuity of the good care and learning provided for the children currently attending.

Relationships with parents and carers are secure and parent's comment positively on the homely feeling of the setting. On a daily basis, staff share information about the activities the children have been involved in and keep parents updated with changes in the children's development. Parents are invited to look at their children's learning records. This is beginning to be developed further, however, parents are not actively engaged in the process or encouraged to continue their child's learning at home, which does not promote children's learning as well as possible. Secure arrangements have been established to work alongside other professionals, such as speech and language services, which means children with special educational needs and/or disabilities can be included. However, partnerships with other providers where children attend more than one setting, or have moved from another setting, have not yet been developed. This potentially impacts upon the consistency provided in both their education and care.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready

		for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY444257
Local authority	Nottinghamshire
Inspection number	785990
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	20
Name of provider	Gemma Louise Stevens
Date of previous inspection	Not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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