

The Balsam Nursery

The Balsam Centre, Balsam Park, WINCANTON, Somerset, BA9 9HB

Inspection date	08/10/2012
Previous inspection date	08/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- Children thrive in a stimulating and well organised environment. All children, including those who are learning to speak English as an additional language, make good progress from their starting points and achieve well.
- Staff form warm and trusting relationships with the children. As a result children settle in quickly, are confident and feel secure.
- Effective partnership working with parents help staff understand children's needs and capabilities when they first start. This effectively aids them to carefully plan what children need to learn next, so they all progress well.
- Robust systems are in place for the safe recruitment of staff. There are high levels of support to ensure staff continue with their professional development that will have the most impact upon the quality of provision for children.

It is not yet outstanding because

- The educational programme for mathematics sometimes lacks challenge for more competent and able children.
- There is currently no 'buddy' system in place to further support children's sense of security.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and care routines in the nursery, pre-school room and outside area.
- The inspector looked at children's progress records and planning
- The inspector spoke to staff and parents during the inspection
- The inspector met with the owner/manager of the nursery and checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

Inspector

Michelle Tuck

Full Report

Information about the setting

The Balsam Nursery was registered under the current management in 2009. It is based in the Balsam Centre, close to the centre of Wincanton, in Somerset. The nursery operates from two rooms, with use of two additional rooms in the building, the youth room and the shed. Work has recently started to extend the nursery further and provide more spaces. Children have access to a spacious enclosed outdoor play area situated at the front of the

premises.

The nursery is open from 8am to 6pm, Monday to Friday, all year round apart from bank holidays and Christmas. The nursery is registered with Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 46 children attend the nursery at any one time. There are currently 120 children on roll. The nursery is in receipt of funding to provide free early education for two, three and four year old children. The nursery supports children who speak English as an additional language and children with special educational needs and/ or disabilities.

There are 17 members of staff, including the manager. Of these 13 of these are qualified to level 3 or above and one holds Early Years Professional Status.

What the setting needs to do to improve further

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

- improve the educational programme for mathematics to ensure it offers sufficient challenge for all children by: providing opportunities for them to use the vocabulary involved in adding and subtracting in practical activities and discussion
- develop the key person system further to incorporate a 'buddy' who knows the child and family as well, and can step in when necessary.

Inspection judgements

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

Children make very good progress in most areas of learning, in relation to their starting points and capabilities. This is due to the skilled staff team who have good knowledge of children's individual needs and the characteristics of effective learning. For example, children are making good progress in their communication and language. They use language well to negotiate their role in the role play area. They talk about who is going to work in the shop and what the 'customer' needs to buy. Children have many good opportunities to develop their early writing skills as they make marks using paints and sand. This is effectively extended during different activities such as role play or during outside play, such as writing a shopping list, or writing their name on their picture. Young babies are also encouraged to mark make in gloop, shaving foam and other substances. Children that are learning to speak English as an additional language are very well supported. There are good links with children's first language where this isn't English, and

they use sign language regularly to help less verbal children understand. Mathematical skills are not as well promoted. Some activities lack challenge, and staff miss opportunities to extend children's understanding of number further or consolidate their learning. For example, when children count objects with ease, staff do not challenge children further through simple addition and subtraction.

The nursery is organised well to encourage children to be independent, and involved in a variety of activities. There is a good balance of adult- led and child- initiated activities' both inside and outdoors. Staff know the children very well and effectively use their individual interests to make secure plans across the seven areas of learning. Younger children enthusiastically take part in lively singing sessions where they dance excitedly as they sing. They confidently take it in turns to choose an animal out of the bag to sing 'Old McDonald', and count using their fingers to represent the amount of fireman they have left when singing 'five little fireman'.

Babies all round development is well supported. They can move freely and safely within the environment, using various equipment and resources to help them to confidently move onto their next stage of development. Staff encourage babies to use all of their senses to explore the items in the treasure basket, they enjoy banging items together and listen to the different noises they make or think about what feathers feel like? There is an effective key person system, which helps children to feel secure and confident. However, there is currently no 'buddy' system in place to ensure that there is someone else available when the key person is absent to further support children's sense of security. Successful recording systems ensure that children are well prepared for their next steps in learning. Transitions within the nursery and into school are well supported by staff. Staff work closely with parents to ensure they are included in their child's learning and they are encouraged to share achievements from home.

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

Children's emotional and social well-being is well supported by caring and professional staff. Children settle into the nursery extremely well because there are effective processes which help the child and their family to feel welcome and secure overall. Parents are very complimentary of the staff and praise the efforts they put in to settling their child and the feedback they receive. Children quickly build strong relationships with staff and other children and are ready to explore and learn. Children's behaviour is very good; staff help children think about other people's feelings and they learn to negotiate and cooperate with their play mates extremely well. Routines are clear and staff are consistent in their approach which results in very few children needing additional support.

Staff give clear messages to children to ensure they have a good understanding of why it is important to have a healthy diet. For example, children visit the centre's 'Growing Space' to plant, cultivate and harvest fruit and vegetables. The provision of home cooked meals is offered alongside a variety of healthy snacks and drinks every day. Staff talk to children about the foods that help you to 'grow big and strong' when playing in the role play area of the Balsam Farm Shop. Children gain an understanding of the need for

physical exercise as they enjoy a range of equipment such as ride-on toys, bridges and tunnels in a well-resourced outdoor area. Staff support children to take appropriate risks in a supervised environment. Staff talk to children about safety and they are helped to develop an awareness of how to keep themselves and others safe. For example, through practising the fire evacuation plan and through role play, where they dress up as fire fighters and talk about fire safety. Staff act as good role models and encourage children's confidence.

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

The manager and his staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children play and explore in a secure, and safe environment. Staff have completed safeguarding training and are confident in the procedures to follow if they were to have any concerns about the children in their care. Robust recruitment procedures and induction processes ensure staff's suitability is established and on-going appraisals are undertaken to help drive improvement and identify training requirements. The nursery has a comprehensive safeguarding policy in place, which has been updated to take into account any new requirements. Children are well supervised and sleeping babies are checked regularly. Staff understand and are confident of how to promote children's welfare effectively. Most staff have completed paediatric first aid training and effective procedures for recording accidents and the administration of medication are in place.

Staff are very aware of their role in delivering the learning and development requirements. They work well together and regularly reflect on their practice, making changes where necessary to meet the changing needs of the children. Staff record and review their observations on the children against the Development Matters document to help each key person to focus on the child and identify the next steps in learning. This enables them to plan a challenging range of activities across most areas of learning.

Self-evaluation is a priority for the manager who continuously looks for ways to improve the setting for the children. All staff are involved in the nursery's self-evaluation, as are the parents and children through discussion and questionnaires. Positive partnerships exist with both children's parents and other professionals who have an input into children's care. Professionals work with the child's key person on individual plans for children, to ensure they receive the best support possible and continuity of care. The nursery is proactive in developing links with the other providers of the Early Years Foundation Stage where children attend more than one setting and have made efforts to develop links with the local schools.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY396423
Local authority	Somerset
Inspection number	885512
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	120
Name of provider	Robert Eric Green
Date of previous inspection	08/10/2009
Telephone number	0196331688

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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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