

Bluebirds Day Nursery

68 London Road, GRAYS, Essex, RM17 5XX

Inspection date

Previous inspection date

02/05/2013

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	3
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

- Safeguarding arrangements are secure. All staff are clear and confident in their individual roles and policies and procedures help to ensure a consistent approach.
- The nursery places a strong emphasis on promoting inclusion for children who speak English as an additional language.
- Children behave well as they are provided with clear boundaries and staff provide a positive role model.
- Children settle well because staff provide warm reassurance and positive attention. This helps them to be secure, confident and develop sense of belonging.

It is not yet good because

- Activities are not always sufficiently interesting to stimulate children's learning as staff do not make the best use of time and routines are too stringent to support children's progress. Older children's independence is not always sufficiently encouraged.
- Staff are not secure in their understanding of their role in supporting and extending child-initiated and adult-led activities and providing more challenge.
- The organisation and range of resources available in the role play areas lack excitement. Therefore, ways to promote children's vivid imagination are not maximised.
- Staff do not consistently make literacy resources available in the nursery area to encourage children to freely experiment with and use their early writing skills.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 took a tour of the premises led by the deputy manager.
- The inspector observed the activities in the, nursery and outside in the garden.
- The inspector held meetings with the two managers of the provision and held discussions with key persons.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of staff working within the setting, the providers' self-evaluation documentation and a range of other documentation.
- The inspector also took account of the views of parents on the day of the inspection.

Inspector

Tina Mason

Full Report

Information about the setting

Bluebirds Day Nursery is privately owned. It was registered in 2012 and operates from a converted office building in a residential area of Grays, in Essex. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local community and surrounding areas. The nursery is accessible to all, including wheelchair users and there is an enclosed area available for outdoor play.

The nursery is open Monday to Friday from 7am to 7pm all year round, except for bank holidays. There are currently 29 children aged from birth to five years on roll. The nursery provides funded early education for two-, three-, and four-year-old children. The setting receives support from the local authority.

The nursery employs nine staff including the two managers. Of these, two hold early years foundation degrees, four hold appropriate early years qualifications to level 3, one holds an appropriate early years qualification to level 2 and two members of staff are unqualified.

What the setting needs to do to improve further

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

- provide more challenging and enjoyable experiences for children by reviewing the routines of the nursery to improve the balance of adult-led and child-initiated activities
- ensure that all staff understand their role in supporting and extending child-initiated and adult-led activities in order to aid all children's development and provide more challenge to help them make progress.

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

- improve imaginative experiences by providing interesting well-resourced role play areas that reflect everyday life
- support the children's progress in literacy by extending opportunities for them to freely experiment with and practise their early writing skills
- explore opportunities to further enhance older children's independence by encouraging children to self-serve during mealtimes.

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

The staff team have a sufficient understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They use effective systems which enable them to monitor and plan for children's progress. This helps them to identify any gaps in children's learning and provide additional support as necessary. Staff provide sound opportunities for children to explore different media and textures, such as, dough, sand, water, flour, shells and paint. This effectively supports children's physical development and senses as they handle, squeeze, prod and manipulate different objects. For example, children enjoy moulding the flour and feeling the texture of the paint on their hands. However, some staff do not fully understand how the characteristics of effective teaching and learning supports children's progress and development. For example, staff supervise the children well and generally show an interest in what they do and say. They sit and play at the different activities with the children throughout the day. However, some of the interactions do not fully support children in their learning. For example, whilst children take part in a painting activity where they can use their hands and other tools to make marks on the paper, staff support the children in putting on their aprons and making sure they have enough paint and paper

to carry out the task, However, they do not explain to the children the purpose of the activity and opportunities to further explore language and sounds are missed. As a consequence, children's learning is occasionally hindered, as some practitioners are not secure in their understanding of their role in supporting, guiding and extending their learning towards the early learning goals.

All children enjoy taking part in physical activities. For example, younger children demonstrate their skills in riding bikes, kicking balls and climbing when playing outdoors. Children generally benefit from a range of activities that help them develop skills for the future, such as, literacy, numeracy and information technology. Children are learning about number and counting as they count how many wooden bricks they have used to build a tower and they enjoy singing counting songs and rhymes. Construction activities enable children to be creative in their thinking and allow them to use their imagination to build and make different models. However, the routine does not allow children to have uninterrupted time to play and explore. For example, the children have to clear away the cars road way they are building 20 minutes after they have chosen to play with them so that staff can get the area ready for the next item in the stringent timetable. This means that children do not have the time and freedom to become deeply involved in activities of their own choosing.

Staff provide sound opportunities for children to express their own ideas through music, arts and crafts. For instance, children have access to a variety of creative resources, which all children freely access. This provides them with a range of materials and resources to explore colour, texture and space. However, the organisation and lack of resources in role play areas mean they are not always inspiring children to join in or to use their imagination so that they can reflect real life experiences. Children have some opportunities to practise their early writing skills. For example, they use chalks, crayons and pencils to draw in the creative area. However, resources to support children in making marks are not always freely available throughout the nursery. Therefore, opportunities to practise early writing skills are not fully maximised. Children use the cosy book area where they enjoy books and stories. Staff help children develop language skills as they select pictures and associate them with a familiar song. Children sing the songs using actions and words. This helps children to understand that words carry meaning.

Parents are involved in their child's life at nursery. They communicate with the staff on a daily basis and share information about children's achievements. Children's developmental records are always accessible to parents and they have an opportunity to take the records home throughout the year. Parents are encouraged to complete a feedback form and add any comments about their child's development. This helps to ensure there is a two-way flow of information and children receive appropriate support with their next steps in learning.

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

An effective key person system helps to promote children's well-being and independence. Staff are very supportive of the children at the settling-in stage and this helps them to

form secure emotional attachments. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle when they become tired or upset. Transitions through the nursery and when moving to school, are adequately supported. Staff spend time getting to know every child before they move into the next room. They have settling-in periods for children to become familiar with their new surroundings and staff share information with each other, relating to each child's individual needs and abilities. The nursery works with the local schools and other settings that children attend to ensure that the transition between nursery and school is a positive experience for them.

Children's health is suitably promoted and there are clear and consistently applied systems in place to ensure nappy changing arrangements meet the needs of the children. Older children learn to become independent in managing their own personal needs, such as visiting the toilet, putting on their own coats before going outside. This helps them to learn the necessary personal and social skills to prepare them for school. The environment is well organised and equipped with open-ended resources, so children can be independent and make choices in their learning indoors and outside. For example, young children confidently help themselves to wooden building bricks and carry the box to a clear space on the carpet. Children enjoy healthy, home-cooked meals and snacks prepared by the cook, such as shepherd's pie. Younger children are supported to feed themselves and staff encourage them in this learning experience. Mealtimes are sociable occasions as staff and children sit together around the table. However, during these mealtimes opportunities for older children to further enhance aspects of their independence, are less well used as staff plate and serve all the children.

Hygiene management arrangements for food preparation are good and the setting has received the five star award from the local authority. Staff have developed a routine whereby children spend time in the outdoors at different times through the day to further reinforce their healthy physical development. Once outside, they use equipment to jump, slide, climb and balance to develop their large muscle skills. Staff check prior to using the outdoors that all children have the correct footwear on, together with appropriate outdoor clothes. Ongoing risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders, for example, not to run indoors. Children behave well and there are effective strategies in place to support and encourage positive behaviour and self-esteem. For example, staff act as positive role models and give out lots of praise for all achievements no matter how small.

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

The managers have a sound understanding of their roles and responsibilities in regard to the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They understand the known signs and symptoms of abuse that they need to be aware of and the procedures to follow if they have any concerns. The deputy manager has sound working knowledge of safeguarding procedures, which further ensures

children's protection. Any incidents regarding children's safety and well-being are reviewed and this helps the setting to improve. Recruitment procedures are sound and the staffing ratios and staff team are stable. All staff are checked thoroughly before being employed and sound induction procedures are in place to help and support new staff. Appraisals and supervision discussions are used to identify any areas for improvement and staff are encouraged to extend their knowledge and expertise by attending training. However, not all staff understand their role in fully supporting and extending activities to ensure all children develop and receive sufficient challenge to help them make progress.

Monitoring of the educational programmes is generally effective, although routines at times are too rigid to ensure children always receive an enjoyable and challenging learning experience. Senior staff take responsibility for overseeing the planning arrangements, to ensure children are offered a broad curriculum which generally supports their learning. The nursery management are keen to provide a high quality service for children and families. They complete evaluations and monitor all aspects of the nursery. The manager and the staff team, parents and children are all included in the settings self-evaluation. Questionnaires are sent to the parents, children are spoken to about their time at nursery and the staff team meet and discuss their strengths and weaknesses. The nursery places a strong emphasis on promoting inclusion for all children, including those with special educational needs and/or disabilities, and children who speak English as an additional language. For example, the staff team together with the parents have developed a language file which displays lists of words from home languages used by the children in the setting. This encourages parents and children to feel involved and valued. The setting is committed to working in partnership with other professionals, such as occupational therapists and speech therapists. Therefore, the needs of all children are met, with any additional support they may need being accessed. Staff have also developed links with the local school to support continuity in children's progress and learning.

Newsletters keep parents informed of events taking place within the nursery and also of any changes to practice. Parents state that they feel well informed about their child's experiences at the nursery. They enjoy the daily feedback they receive through an informal chat and the communication books. Parents receive detailed information about the setting, including written policies and procedures. This helps them to understand the aims and responsibilities of the nursery. Staff work in partnership with external agencies to support the needs of individual children. The nursery works in partnership with the local authority development workers, and together they identify areas for further development. Practitioners and management share an ambition to improve their practice.

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
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 action. 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	EY448795
Local authority	Thurrock
Inspection number	890086
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	29
Name of provider	Dynamic Leap Limited
Date of previous inspection	not applicable
Telephone number	07572638488

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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, which are usually the childminder's 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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