

Bodmin Integrated Neighbourhood Nursery

Berrycoombe CP School, Berrycoombe Vale, Bodmin, Cornwall, PL31 2PH

Inspection date	31/05/2013
Previous inspection date	09/05/2011

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 are happy and confident at the nursery because staff work hard to develop trusting relationships and give a high priority to promoting children's well-being.
- The staff provide an extensive range of indoor and outdoor resources that inspire children and encourage them to initiate their own learning.
- The staff have very clear expectations of children's behaviour and adapt these appropriately and consistently to each child's age and ability.
- The management has a clear vision to enhance the monitoring of the provision and to encourage staff through supervision and professional development.

It is not yet outstanding because

- Support for children learning English as an additional language, to promote their communication skills, particularly during the settling-in period, is not fully developed.
- Information sharing with parents is not always fully effective in promoting parents' awareness of children's daily routines.

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 viewed the premises, toys and equipment.
- The inspector observed children at play indoors and outdoors.
- The inspector engaged in discussion with children, parents and staff.
- The inspector sampled nursery documentation and children's records.

Inspector

Jayne Pascoe

Full Report

Information about the setting

Bodmin Integrated Neighbourhood Nursery registered in 2004. It is situated in the town of Bodmin, Cornwall. It operates from two sites at the Berrycoombe CP School. The day nursery has purpose built premises within the school grounds. The early years unit operates from a classroom within the main school building. This integrated neighbourhood nursery serves the local and surrounding areas. The provision supports children with special educational needs and/or disabilities, and children who speak English as an additional language. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 133 children from birth to eight years on roll. This includes 68 children receiving funded nursery education. The provision opens five days a week; from 7.30am until 6pm. The nursery employs 14 staff to work with the children. Of these, two have achieved Early Years Professional Status, three hold early years degrees, seven are qualified to a level 3, three have achieved a level 2 and one is currently working to a level 2. The company employs a Childcare and Education Manager to support all the settings within the organisation. A cook is also employed. The provision receives support from the local authority.

What the setting needs to do to improve further

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

- extend opportunities for children who learn English as an additional language, for example by sharing key words in their home languages to support them in settling at the setting
- strengthen further the partnership working with parents to enhance information sharing to ensure that all parents are kept fully informed and involved. For example, by tailoring methods of information sharing to meet parents' specific needs.

Inspection judgements

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

The Staff team are well qualified and have a secure knowledge and understanding of how children learn and develop. They provide a broad and balanced range of enjoyable experiences to promote learning across all areas. The key person obtains useful levels of information about children's individual starting points, which helps them to identify appropriate 'next steps' to link to future planning. As a result, children make good levels of progress through their involvement in sufficiently challenging activities. Assessment

systems are thorough and contain a range of evidence such as observations, photographs and samples of children's work. Suggestions for shared home learning are included in these records. Parents are beginning to share and celebrate their child's achievements at home by providing written information to display prominently on entrance doors.

Staff interact well with children in order to support their learning. They provide high levels of praise and encouragement. As a result, children are confident to persevere with a chosen task to achieve their desired goal. For example, young children are learning to climb and slide using indoor equipment. They tentatively move up the steps, looking to their key person for reassurance. On receiving this, they climb more boldly up to the top. The adult rewards children's efforts with plenty of praise. This in turn encourages them to attempt the equally difficult task of coming back down again, returning to the arms of the attentive and supportive adult. Older children influence their own learning, as they make suggestions for future activities. They are confident to attempt to achieve additional goals set by staff, such as predicting what will happen next during a group story session. Children are helpful and enjoy taking responsibility for small tasks, such as preparing snacks and tidying away toys.

Children are enthusiastic, inquisitive and keen to learn. They are developing a positive awareness and respect of difference and diversity, through carefully planned activities and free use of a good range of toys, books and resources. Children demonstrate very good social skills, are confident to initiate play with friends and make independent choices, such as deciding when to play outdoors. They are rapidly developing the skills required to prepare them for their transition into school life. The nursery provides an enabling environment and treats children with equal concern. The special educational needs coordinator is appropriately qualified and experienced. She works closely with parents and professionals to provide appropriate support as required. Children who learn English as an additional language attend the setting and their key person works closely with their family to share information and help them integrate. However, systems to enable children to communicate their needs effectively during the settling-in period are not fully developed. For example, staff do not identify familiar and essential key words in the child's home language, in order to help children effectively communicate their basic needs. The nursery is currently in the process of seeking support from interpreters to improve information sharing with these families.

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

Children enter the setting enthusiastically and separate easily from their parent. Children have formed strong and secure attachments to their key person and other adults. This supports their well-being, helps them to feel safe and promotes their independence. For example, children are beginning to take responsibility for managing their own personal care needs as they take themselves to the toilet and wash their hands before eating. Staff supervise them appropriately at these times. Children are helpful to others, as they pour water for their friends at snack time. Staff are positive models who set good examples to children. As a result, children are kind to one another, polite and well behaved. Children talk with adults about keeping themselves and others safe, as they move carefully indoors

and outdoors. They wear hats and sunscreen to protect themselves from the heat of the sun. Staff are attentive to the needs of children as they engage in 'messy play' with sand and water, keeping them safe and clean. Children have free use of the outdoors throughout the day for a range of enjoyable activities. For example, they observe wildlife during 'bug hunts' discovering interesting creatures and exploring their habitats. Children plant flowers and fruit trees in containers, watering them regularly to help them grow. Staff use these experiences to help children understand the importance of healthy eating, fresh air and physical exercise on their own growth and development.

Older children have use of a designated room in the school building and a separate outdoor play area. This enables them to engage in energetic play and use age appropriate resources. Younger children benefit from designated rooms within the nursery building and a separate outdoor play area, which meets their specific needs. All children enjoy regular use of the associated school facilities and the nearby 'Camel Trail' under close adult supervision. During such activities, staff take the opportunity to promote children's awareness of identifying and managing everyday risks. The nursery rooms are well organised, stimulating and creatively resourced. For example, the provision of everyday objects and natural materials, attractively displayed in wicker baskets, encourages children to explore and investigate. Old crayons melted and moulded into fist-sized balls offer opportunities for even the youngest of children to make bold patterns on a large sheet of paper. An oversized wooden chair in the outdoor play area creates an opportunity for older children to experience a sense of authority as they sit and direct others in their play. During these activities, children develop their ability to successfully negotiate and cooperate to maintain harmonious play. These skills prepare children well for their next stage in learning. The staff team have developed close and effective links with the on-site school and other early years practitioners. They share good levels of information to support children attending other settings and to help children move from one setting to another.

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

The strong leadership of the nursery leads to a good quality provision. A confident and capable staff team successfully promote children's well-being. Procedures for safeguarding children are robust. A written risk assessment is backed up with daily visual checks to ensure that the toys, premises and equipment are safe and suitable for use. Staff also monitor outings appropriately. Systems to monitor ongoing suitability of adults working with children are in place. Staff supervise visitors to the nursery closely. The designated child protection officer has completed appropriate training. All staff demonstrate the ability to follow the local safeguarding procedures if required. A good range of policies and procedures are in place and are consistently applied. These are updated regularly and as required. For example, to improve the procedures for returning uneaten food from packed lunches to parents. Staff share these with parents to agree and maintain good practice across the nursery. Children participate in regular emergency evacuation procedures with staff to develop their confidence and familiarity. All staff hold a valid paediatric first aid certificate so can treat minor injuries if necessary.

Staff demonstrate a good understanding of how children learn and are skilful in their interactions. As a result, children make good levels of progress in relation to their individual starting point. Assessment systems are secure and staff use these well to support children's learning and development. Staff promote partnership working through use of a varied range of systems for obtaining and sharing information with parents, other providers and early years agencies. For example, their website, regular newsletters, a parent notice board and children's records contain good levels of information. However, some parents would prefer that written information about their child's daily routines continue for longer. Therefore, although generally good systems are in place, these methods do not yet fully meet all the needs of the children and parents. Information sharing with other providers proves successful in supporting children who also attend another early years provision. Close and effective links with the local authority secures early intervention when required for children with specific needs.

Effective procedures for monitoring, appraisal and mentoring supports staff in their ongoing professional development. Systems with which to evaluate nursery practice and develop appropriate action plans for future development are very effective and take into account the views of children. For example, older children have suggested that additional toy model figures will enhance their enjoyment during play with their favourite construction bricks. Management have plans in place to improve the nursery environment through increasing privacy in the toilet areas and creating free flow to the outdoors from all playrooms. Staff are currently in the process of displaying pictures of children and their family on walls and providing individual boxes for children's personal belongings. This will help them to settle and increase their sense of belonging. 'Communication and language' and 'quality of interactions' training programmes are planned for all staff to help them extend their knowledge and skills further. The leadership and management team are strong and demonstrate a good capacity to drive continuous improvement.

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	EY277852
Local authority	Cornwall
Inspection number	916517
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	74
Number of children on roll	133
Name of provider	Happy Days Day Nurseries Limited
Date of previous inspection	09/05/2011
Telephone number	01208 269 101

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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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