

Balderton Village Day Nursery

173 London Road, New Balderton, NEWARK, Nottinghamshire, NG24 3BW

Inspection date

11/06/2013

Previous inspection date

09/07/2010

The quality and standards of the early years provision

This inspection:

4

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 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Managers do not have a secure knowledge and understanding of what to notify to Ofsted, in order to meet the welfare requirements of the Statutory framework for the Early Years Foundation Stage.
- Effective relationships have not yet been built with all settings children attend to fully support their well-being and development.
- Opportunities to further extend children's independence in their self-care during lunchtime has not been fully explored.
- Risk assessments are not effective in addressing all potential risks in the environment and staff do not take immediate action to rectify risks when identified.

It has the following strengths

- Staff have developed close relationships with children, which means that children feel safe and secure. Children play and learn together happily and their behaviour is good.
- Children make good progress, their learning is well-monitored and their next steps in learning accurately identified and well planned for.
- Positive relationships have been built with parents. They are kept well informed of their children's progress and share in events that support their children's care and learning.
- Management strive for continuous improvement of the provision. They monitor the education programme well and ensure staff are well supported in their training and

professional development.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the baby room, middle room, pre-school and large outdoor area.
- The inspector held a meeting with the managers of the setting and spoke at appropriate times to staff throughout the day. A joint observation of staff's practice took place.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the view of a parent spoken to on the day of the inspection.

Inspector

Carly Mooney

Full Report

Information about the setting

Balderton Village Day Nursery was registered in 1994 on the Early Years Register and the compulsory part of the Childcare Register. It moved to its current premises in 1999 and operates from a converted bungalow in the village of Balderton, near Newark, Nottinghamshire. The nursery serves the local area and is accessible to all children. There are two enclosed areas available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round, except bank holidays and a week at Christmas. Opening hours are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 72 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- increase knowledge and understanding of what is required to be notified to Ofsted.
- improve the processes for identifying risks in the children's environment and ensure immediate action is taken when risks are identified.

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

- ensure staff fully utilise every opportunity during the daily routine to further develop children's independence with their health and self-care skills
- implement clear systems to develop effective links with other providers children attend to further support their care and learning.

Inspection judgements

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

Children are well motivated and eager to learn in this stimulating nursery. They join in activities with enthusiasm and enjoy their time in the setting. Key person groups allow staff to form close bonds with their key children and ensure their individual learning needs are well targeted. Staff have a clear understanding of how children learn through play and support them well in their chosen activities, such as making patterns with pebbles in the pre-school room or playing a matching game with toddlers in the middle room. Staff effectively organise the nursery and ensure children can easily access a broad range of toys and equipment, resulting in them being active and independent learners. For example, children in the pre-school compare the speed of balls rolling down tubes from different heights. They conclude themselves that the highest tube has the fastest ball and the tube laying on the grass has the slowest. Effective systems for observing, assessing and tracking children's development are in place. These are regularly monitored for effectiveness to ensure that children are making good progress towards the early learning goals and gaining sufficient skills for the next stage of their learning, such as starting school. Meetings are held with parents each term to discuss children's progress and obtain current information about interests and learning needs from home.

Staff play with babies at their level and give them good opportunities to explore the toys and resources available. Those learning to walk are provided with appropriate resources to support this important skill, which helps them gain independence to access the toys of their choice. Children's communication, language and thinking skills are promoted well throughout the nursery. Staff speak directly to babies, repeating words for reinforcement and giving them time to respond. For example, staff say the colour of each disk, older babies place on a stacking tower for reinforcement and praise their attempts to say the colour too. Babies smile at familiar faces and enjoy the interaction. Staff engage older children in conversations during activities and encourage them to use their thinking skills. For example, they think carefully about the pattern they want to make with the threading, after a staff member provides an example and carefully choose the items they require for a construction activity, using a visual aid for guidance.

Children have good independent access to books and other reading materials to support their early literacy skills. The environment throughout the nursery is rich in text and fully supports children's understanding that words carry meaning. Staff use activities well to support children's writing skills, sounding out the letters using the 'Jolly Phonics' scheme that children are familiar with, as they write their name and other words in their play. For example, children are shown the word 'stop' on a visual picture to aid them when painting a picture of a school crossing 'lollipop' stick.

Suitable multicultural resources and celebrations of festivals, supports children's understanding of the diverse society they live in. Older children learn about the world around them as they use a map and globe of the world to show where they have been on holiday or where people they know live. For example, children talk confidently to staff about family friends who live in Australia. Children have good opportunities to spend time in the community and visit places of interest to extend their learning experiences. For example, children visit farm parks and a pet shop to learn about and handle animals; and spend time with elderly people at a residential care home close by.

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

An effective key person system means that close relationships are established with all children and their families. This enables children to feel safe and secure within the nursery. New children settle well due to the kind and caring nature of their key person. For example, staff cuddle them closely on their knee, gently singing to them to form a bond. Baby room staff strive to provide a 'home from home' environment by providing soft furnishings, such as, a sofa, cushions and rugs. Young children's individual care routines are adhered to at all times, which effectively meets their needs. Daily written and verbal information is exchanged with parents of babies so that changing needs are constantly met. Children of all ages demonstrate good levels of confidence and self-esteem. They approach staff with ease and learn to cooperate well with their peers, for example, children in the middle room learn to take turns during simple table games and ask staff to read them a story. Children's work and photographs of them in activities are attractively displayed throughout the nursery, which helps them gain a good sense of belonging.

Older children are encouraged to be responsible for essential tasks, such as tidying away resources and pouring their own drinks at meal times. However, on occasions this independence has scope for further development in the pre-school room. For example, opportunities are missed for children to serve themselves at lunchtime. Children's awareness of developing a healthy lifestyle is encouraged through activities that promote healthy eating and through outdoor physical play opportunities. For example, a wooden climbing structure provides good challenge for older children. Outdoor play is incorporated into the daily routine so all children spend time enjoying the fresh air. A healthy range of meals and snacks are prepared fresh on a daily basis and sometimes includes produce grown by the children in the garden. Children are encouraged to think about their own safety. For example, the action to take in the event of a fire. However, children are not always provided with a safe place in which to learn, as not all aspects of the environment have been considered as part of risk assessment procedures. As a result, an accident to a child occurred.

Children are supported well as they move from one base room to the next. There is an effective exchange of information between key persons and a gradual settling-in period. Good relationships are in place with several local schools to support children as they prepare themselves to move on. However, staff have not yet developed a clear procedure for building relationships with other settings children attend in order to fully support their well-being and development.

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

The managers of the nursery are firmly dedicated to providing a high quality provision for all. Staff are involved in decision making and supported well in their professional development. As a result, staff are highly motivated to ensure all children receive the best possible start in life. All staff show a clear understanding of the learning and development

requirements and strive to deliver an effective and enjoyable learning experience for all children. Management monitor staff performance formally through appraisal meetings and informally through observation of practice. The nursery's requirements for meeting children's needs are constantly reviewed and revised by all staff to further improve practice. However, management have failed to ensure all of the requirements of the Statutory framework for the Early Years Foundation Stage and Childcare Register are met. The setting has not notified Ofsted of who is currently managing the setting, nor a recent significant incident, involving an accident to a child. These are breaches in requirements and not notifying Ofsted of a significant event is an offence. This has an impact on children's health and safety, because although suitability checks are in place for the manager, the provider had not recognised the requirement to notify Ofsted of the change in management. A subsequent risk assessment was carried out following the accident and finger guards for all doors identified as a precaution to prevent the accident from happening again. However, these were not in place until two weeks after the accident occurred which means children were still at risk of a further accident occurring during this time. This results in the quality of leadership and management and ensuring children's well-being, being no better than inadequate at this current time.

Robust recruitment processes ensure staff have the necessary skills to offer children effective support. Clear induction procedures ensure staff are clear about their roles and responsibilities and the general running of the setting. Staff have a robust understanding of how to protect children in their care. Arrangements for safeguarding children within the provision are suitable and staff are confident to report concerns if required. The setting is securely maintained and staff follow a process of daily risk assessment to ensure potential hazards are identified and minimised quickly. However, this process failed to recognise a potential hazard with the internal doors which resulted in a serious accident occurring. Documentation, including accident recording are well maintained.

Partnership with parents is effective in meeting children's needs. Monthly newsletters ensure parents have a good overview of the setting at all times and are well informed of events taking place. They participate in many events at the nursery to support their child's learning. For example, day trips, sports day and a 'Daddies' afternoon to support Father's Day. Parent's views are sought informally through discussion and more formally through questionnaires. They state that their child 'loves coming' and 'has settled well'. The setting does not currently need to liaise with outside professionals regarding any children in their care but are knowledgeable regarding working together to support children's progress should the need arise.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted are informed of any serious accident or injury to, any child while

receiving childcare (compulsory part of the Childcare Register)

- ensure Ofsted are notified of a change of manager of childcare on domestic or non-domestic premises (compulsory part of the Childcare Register).

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	253284
Local authority	Nottinghamshire
Inspection number	922496
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	72
Name of provider	Balderton Village Day Nursery Partnership
Date of previous inspection	09/07/2010
Telephone number	01636 704708

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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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