

# Early Birds Nursery

Broad Close Hill, BUDE, Cornwall, EX23 8EA

## Inspection date

Previous inspection date

19/11/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 develop confident relationships in this welcoming and friendly environment, which helps them make good progress in their learning.
- The manager has a clear drive for improvement, which benefits the children.
- Staff are enthusiastic and confident. They have a good understanding about how children learn and provide a stimulating range of activities to support their development.
- Staff have good relationships with parents and outside agencies, which promotes continuity in children's learning and care routines.

### It is not yet outstanding because

- At times, the routines of the provision interrupt children when they are deeply involved in their play and do not allow them sufficient time to finish what they are doing.
- The organisation of whole group story times does not always take into consideration the diverse needs and abilities of the children in that group. Therefore some children are not engaged and learning at this time.

## 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 observed children's play and staff interaction, both indoors and outside.
- The inspector looked at documentation including a sample of children's records, planning and records of staff suitability.
- The inspector completed a joint observation with the manager.
- The inspector spoke with parents, staff and children during the inspection.
- The inspector had a meeting with the manager, and took into account the self-evaluation of the setting.

## Inspector

Anne-Marie Moyse

## Full report

### Information about the setting

Early Birds Nursery re-registered in 2013 and is a Pre-school Learning Alliance Direct Service Provision. The nursery operates from a self-contained building next to the Children's Centre on the grounds of Bude Infant and Junior school. Children have access to a large room with a separate baby room and sleep room. There is an enclosed outdoor play area. The provision is registered on the Early Years Register and on compulsory and voluntary parts of the Childcare Register. The nursery is open every weekday from 8am to 5pm for 50 weeks of the year, closing for two weeks over Christmas. There are 50 children in the early years age range on roll. Currently the nursery is only open on some days during the school holiday periods depending on the demand. The nursery receives free early education funding for children aged two-, three-, and four-years. The nursery employs twelve members of staff; all have relevant childcare qualifications.

### What the setting needs to do to improve further

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

- consider review of the setting's routines so that when children are deeply involved and engaged in their own learning, organisational routines do not interrupt and distract them
  
- review the organisation of group story times to help engage children's interests and support their different stages of development further.

### Inspection judgements

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

Staff warmly greet children and adults. They provide an inclusive environment where everyone is valued. These positive relationships help children to feel secure and settle easily. Staff know the children well and provide an enabling environment which reflects children interests and stage of development. As a result, children quickly choose where and what to play with, and are making good progress in their learning. Older children are very confident and inquisitive. They proudly show visitors around their nursery, pointing out the new toys such as the dolls' house. Staff interact well with the children and supervise them at all times. Children choose when to play outside and staff enthusiastically support this, even in the wintery weather. Children learn to put on their coats and wellingtons independently, gaining useful skills for their future. Outside, children have a good selection of resources to play with. Staff have recently attended communication and language training. As a result, they provide more resources in the outside area to support children's language skills. Staff engage effectively with children.

For example, they sit and read stories or have discussions with children in the den. Staff give children plenty of time to respond and comment positively on the story or ideas they have. Staff encourage children to use the interconnected telephones to have conversations, which helps develop their language in their play. Staff use rhymes and instruments to help children be active and warm up by marching to the beat of the drum. Children respond positively and are keen to join in. Staff draw with chalks on the paving slabs to introduce a game of hopscotch. Children recognise the numbers as they throw the bean bags. Other children competently draw their own designs and letters outside. Staff effectively reinforce children's understanding of phonics and letters as they play.

In the main play room children are busy and engage well in their play. Staff thoughtfully plan resources, which will spark children's inquisitiveness. For example, they place the play dough within the role-play kitchen. This captivates children's interest and they enjoy using the resources from the kitchen to roll, cut and shape the dough. Children practise using the plastic knives to develop their control. Staff teach children how to roll the dough between their hands to make balls and sausage shapes. Children concentrate well as they play with the dough, excitedly showing staff their achievements. Staff praise the children, which effectively boosts their self-esteem. Children join in enthusiastically with small group games, such as listening to noises and linking the sounds to pictures. Overall staff support children's independence and their learning choices well. However, when it is time to set up for lunch, staff hurry children away from their play. This means that on occasions, children do not have time to finish what they are doing. Staff enthusiastically read stories to the children. However, while most children enjoy this activity, staff sometimes do not fully consider the diverse age range and abilities of the group. This results in some children losing interest and focus.

Staff care for babies in a designated room. When numbers are low, staff invite small numbers of older children into the room. This enables the babies to have greater social interaction and the older children learn how to care for younger children. This also helps to prepare children for their moves between rooms when they are ready. The babies are animated by the older children and quickly follow their lead, such as sitting together to do jigsaws. Older children teach the little ones how to turn the pieces until they fit. Staff are on hand to verbalise and provide commentary. This effectively enhances babies' understanding and language. Staff also extend older children's understanding well during these activities. They talk about various foods on the puzzle pictures, such as what potatoes are made into. Babies listen and repeat the new words they hear during the discussion.

Staff continually observe and note children's achievements and share this with parents. Children are keen to show parents their achievements. This provides good opportunities for staff to talk with parents each day about children's learning. Effective links with other settings and providers help to provide continuity for children's care and learning. The staff have good links with the local schools in preparation for children's educational transfers. New teachers visit the nursery to meet the children and to begin to establish relationships. This helps prepare children well for their moves to new provisions.

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

Children behave very well and show high levels of respect for their environment. Staff are positive role models and are enthusiastic and confident. They effectively help children to negotiate and resolve their own disputes by offering children alternative solutions so they can make choices. As a result, children share, take turns well and play harmoniously with their friends.

Staff provide children with plenty of reassurance and effectively promote their independence. For example, at snack time children choose when to eat and serve themselves. Children pour their own drinks and learn how to spread their own toppings onto the bread. Staff remind children to be polite and to put away their dirty dishes. Staff effectively continue children's learning at meal times by encouraging them to count and calculate. Children competently recognise their names on the place cards. Children follow good hygiene routines and are becoming independent in their self-care skills. Babies follow their own natural sleep and eating patterns and staff talk regularly to parents about any changes to their routines. Staff check sleeping babies frequently and consider their safety at all times. Children can have a hot meal provided through the school catering department, or bring their own packed lunches. Staff sit and eat with the children promoting good manners and social skills. This provides good opportunities for children to talk socially and develop their communication and language further, in readiness for school. Additionally, this positively supports children emotional welfare and provides a secure base for their future learning.

Staff supervise children well and monitor their safety at all times. Staff remind children to walk inside and to follow the setting's rules. They know the children well and check on them frequently to ensure that all enjoy engagement in play. Staff have a strong commitment to inclusion and take an interest in children different backgrounds. They support children who are learning English as an additional language well by using signs and symbols to reinforce their communication. Staff encourage parents to write signs in children's home language so that they are familiar with both English and their own writing styles.

The effective deployment of the staff team means that they provide high levels of support for children throughout the sessions. The key person system is robust; a buddy key person is on hand when staff are absent or not working. This ensures that children bond and form strong relationships with the staff. Staff in the baby room are consistent and have a very secure understanding of each child's routines. This ensures that babies are familiar with carers who understand their needs and help them feel emotionally secure. The resources in the room are good and enable babies the freedom to explore in safety. The low level resources provide many stable surfaces for crawling babies to pull themselves up to standing positions. This effectively develops their strength and balance ready for walking. Staff place interesting items on the surface tops. This encourage babies to reach for them and effectively supports their hand-eye coordination. Babies go outside to play each day so they benefit well from both fresh air and more physically demanding play.

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

Staff have a good understanding of their roles and responsibilities in maintaining the requirements of the Statutory Framework for the Early Years Foundation Stage. The manager is a strong leader and has the support of an effective organisational structure to drive improvement. This includes regular quality and development visits by area managers to help monitor quality and identify areas for improvement. The Pre-school Learning Alliance requires all staff to attend training events. This provides very good support for both their professional and personal development. For example, recent staff training on writing progress reports for children when they are two years old has had a positive influence on the quality of report writing. Robust systems for recruitment, induction and the continual monitoring of staff help to ensure their suitability to work with children. Staff attend regular training in child protection and know what to do if they have any concerns about children's welfare. Staff regularly share children's assessments with parents and health professionals as appropriate. This close monitoring of children's needs helps support their learning and development well. Links with other provisions and agencies are secure and staff share children's information at appropriate times.

Staff have a strong understanding of the new policies and procedures. They work hard to ensure that these are effective in practice and in line with the requirements. The management team frequently seeks staff views and opinions on changes so that they have a common view of the provision and its ethos. Supervision systems are effective and support staff in developing their practice and skills further. This helps to ensure the best outcomes for children. The systems include the monitoring of the learning and development programme to effectively track children's progress. Each term staff review children's progress with parents and identify children's next steps. The new systems and approaches under the new management effectively support children's learning. Parents are very pleased with the changes. During discussions, they comment on how their children are more enthusiastic to attend and are learning far more during their time at the setting. Parents feel that they receive good information and can freely contribute their views. They find staff easy to talk to and supportive. Staff positively encourage parents to share children's achievements at home through the 'Wow' board.

The manager has a clear vision about the areas for development, which include a review of the outside play area. She is seeking the views and ideas from staff, parents, children, and from a local college in the development, to maximise the benefit for children in playing and learning outside. This comprehensive approach to improving quality for children shows the strong commitment and drive of the whole staff team.

### 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY461571
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	920432
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01288 356943

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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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