

Bourne Valley Nursery School Ltd

Bourne Valley Nursery School, Winterbourne Earls, SALISBURY, SP4 6HA

Inspection date	05/11/2013
Previous inspection date	17/11/2009

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

- The nursery has friendly, welcoming staff who promote positive and trusting relationships with children and parents.
- The management team monitors the nursery effectively through sharply focused self-evaluation and encouraging the professional development of staff. This helps to promote effective outcomes for children.
- Children benefit from a broad range of resources and can choose to play indoors or outdoors, which allows them to initiate their own play and ideas.
- Arrangements to support children as they prepare to move to different nursery rooms and on to school are very effective. Consequently, children are fully prepared for the next stage in their learning.

It is not yet outstanding because

- The role play areas are sparse and lack a range of resources, consequently, children's imaginative play and role play are not promoted fully.
- There is a lack of positive images of diversity around the nursery in order to fully promote children's understanding of the wider world.

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 in the early years age group in all four playrooms and in the outdoor play areas.
- The inspector observed the staff's practice and talked to them throughout the inspection.
- The inspector reviewed documents and records relating to the Early Years Foundation Stage, including children's development records.
- The inspector observed practice with the manager and held a meeting with the manager and the owner of the nursery.
- The inspector sampled the nursery's documentation and children's development records.

Inspector

Marie Bain

Full report

Information about the setting

Bourne Valley Nursery School Ltd originally opened in April 2001 and was transferred to the present ownership in 2009. It operates from a converted village school premises in the village of Winterbourne Earls, near Salisbury in Wiltshire. Bourne Valley Nursery School Ltd owns three other provisions in the Salisbury area. The nursery serves families from a wide local area. There is an enclosed outdoor play area with gardens attached to each room. The nursery opens five days a week all year round, with the exception of two weeks at Christmas and Bank holidays. Children may attend all day between 7.45am and 6pm or for a variety of shorter sessions. Bourne Valley Nursery School Ltd originally opened in April 2001 and was transferred to the present ownership in 2009. It operates from a converted village school premises in the village of Winterbourne Earls, near Salisbury in Wiltshire. Bourne Valley Nursery School Ltd owns three other provisions in the Salisbury area. The nursery serves families from a wide local area. There is an enclosed outdoor play area with gardens attached to each room. The nursery opens five days a week all year round, with the exception of two weeks at Christmas and Bank holidays. Children may attend all day between 7.45am and 6pm or for a variety of shorter sessions.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery normally accepts children from 6 months old to 11 years. The nursery receives funding for the provision of free early education to children aged two, three and four years. Children attend for a variety of sessions. There are currently a total of 115 nursery children on roll. The nursery currently supports children with special educational needs and children who speak English as an additional language.

The nursery employs 31 staff, of whom, 28 full and part-time staff work with the children. Of these, 27 hold a suitable childcare qualification and the remainder are currently undergoing training. The nursery also employs two cooks and a cleaner.

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What the setting needs to do to improve further

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

- equip role play areas with a range of resources to provide a stimulus for imaginative play

- extend the use of positive images of diversity around the setting to enhance children's understanding of the wider world.

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

Children are happy and content at nursery. Staff have close and supportive relationships with children, allowing them to feel secure and confident in their play and learning. The staff team work closely together to deliver a good balance of adult-led and independent activities. The manager and staff are pro-active in promoting inclusive practice and ensuring all children are cared for as individuals and that their needs are met. Overall, the rooms in which children play and learn are well resourced, therefore, children enjoy a wide range of toys, resources and activities, which are used to support and promote their learning and development effectively. However, the role play areas are sparse, lacking in a wide range of resources to provide a stimulus to fully promote children's imaginative and role play. The babies are cared for in an attractive environment where good care is taken to provide them with a variety of age appropriate experiences. Push along toys and low-level furniture help them to develop early walking skills as they pull themselves to standing. Staff show enthusiasm and pleasure in the young children's development through the expressive use of their voices, and tender interactions.

Children's communication and language are developing well. Staff use effective questioning during activities to help promote the children's language development and singing popular songs and nursery rhymes enhances this further. Adult-led learning directs children to sound letters clearly, actively participate in stories and practise mark making and begin to develop independent writing. Across the nursery, all children engage in a range of expressive art and design activities indoors and outside. They use many natural resources in these activities such as acorn paint rolling and collages made from leaves and twigs. Many play activities and experiences in the outside areas promote children's sensory and mathematical awareness as well as their physical skills and communication and language. For example, in the Forrest school and gardens children enjoy feeling the varying textures of sand and mud, bark and water. They listen to the different sounds made as they play with musical instruments made from wood, sticks and bark to explore natural sounds. Children also experience the delightful smells and resources, in the sensory and herb garden. They have lots of fun building dens and building the bug hotel using natural resources in the gardens.

All rooms have access to the large communal area throughout each session, which

enables children to develop their physical skills in a variety of ways such as play on climbing equipment, rockers, tunnel, bikes and ride on toys. Children attach ribbons to sticks for dancing, making large and small circular movements or waving the sticks from side to side to experiment with different ways of moving. Children really enjoy the pets' corner, and help to feed and take care of Pepper and Salt the two rabbits. Overall, staff promote diversity within the nursery by celebrating cultures around the world such as Diwali, Chinese New Year as well as national charity events. However, there is a lack of positive images of diversity around the nursery in order to fully promote children's understanding of the wider world.

Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They plan effectively, which promotes children's learning and supports their individual needs. Structured approaches and strategies are used successfully to support good progress across the nursery to ensure staff provide good quality educational programmes for all children. Children make good progress towards the early learning goals because of the varied range of opportunities provided throughout the nursery. Regular observations and assessments are carried out, which are based on children's starting points at entry and ongoing achievements leading staff to identify children's next steps. Children display high levels of self-esteem and confidence and this is further reinforced through good quality interactions with staff as they listen to children and make them feel valued.

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

Children are happy and content at nursery. Outcomes for children and their experiences are positive, enjoyable and rewarding, and this builds children's self-esteem and confidence. Children develop a secure sense of belonging as they form strong bonds with the staff because they have a key person. This person provides individual support to particular children to check that they are happy, settled and that their needs are met. Their support helps children feel secure and helps them gain confidence, preparing them well to make the transfer to school or other rooms in the nursery. Children's transfers from room to room around the nursery are planned very well to enable children to become familiar with their new key worker, enabling a smooth and positive move. Younger children spend time with older ones during short visits to help them settle. Staff support children well for their move to school because they invite teachers to the nursery from the schools they know children will be attending and often a key person will accompany children on induction visits to their school. This liaison helps children prepare well for the next stage in their learning. The key person system also encourages relationships with parents, who contribute to children's assessments and in particular the progress check completed when children are aged between two and three years. This partnership working helps to actively support children's individual needs and learning.

Staff understand the importance of good hygiene practices, which they pass on to the children. The babies have their nappies changed regularly, with effective procedures in place to do so. Staff ensure babies' noses are wiped as needed and that their hands are washed before feeding. The babies go to sleep happily with staff supporting them if

necessary. Sleeping patterns are discussed with parents, and staff ensure babies have special comforters when they go to sleep, which helps them to settle into the nursery well. All children are offered a healthy and balanced diet, reflective of their cultural and dietary needs. The cooks prepare healthy and nutritious snacks and meals for the children. Children enjoy a selection of fresh fruit at snack times, which they serve for themselves. Children each have drinking bottles that are available at all times and they help themselves to drinks, as they wish. The staff make sure all feeds given to the babies are appropriate as agreed with parents, and cradle them gently in the nursing chair as they feed. Children's well-being is supported too through all staff completing appropriate first aid training, enabling them to respond appropriately to any accidents or incidents.

Children are well behaved and their relationships with each other are good. They play safely, share and negotiate with each other well over toys. Children benefit from the warm praise and encouragement they receive from staff. Staff are sensitive to young children's needs and frequently soothe and cuddle them. This supports children's good levels of self-esteem. Babies are cuddled and nurtured by sensitive staff, which enables them to progress in their learning and play. Children learn about their own safety. For example, during regular evacuation drills and through gentle reminders from staff. Physical activity is encouraged throughout the day both indoors and out. For example, in the baby room staff set up the tunnels for the babies to crawl through, the rockers for them to move back and forth on, and the pop up tents for them to toddle in and out of. The children make good use of the attractive outdoor areas where they climb, use wheeled toys, balls and dig in the sand.

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

Leadership and management are strong and effective, with well-managed procedures, structures and work practices. Children's welfare is paramount and supported by extensive recruiting and vetting arrangements of all adult workers. References and checks are sought prior to employment to help ensure that staff are suitable to work with children. Arrangements for safeguarding children are strong. Staff are fully aware of the procedure to follow if they have a concern about a child in their care. There are clear safeguarding and child protection policies in place. Thorough risk assessments and daily safety checks of all areas of the nursery are undertaken to ensure potential risks are managed effectively. All regulatory documentation is in place and maintained to a very good standard and available for parents within each room.

Professional development of all staff is given high priority and is supported by a regular supervision, mentoring and appraisal system. Consequently, this helps to enhance their knowledge, skills and ability to effectively promote the outcomes for children. The owner, manager and staff team is motivated and passionate about providing high quality care and guidance to all children. All staff, parents and carers are valued and their opinions and views are sought on all aspects of the provision. Consequently, self-evaluation is very good because staff use effective systems to reflect on the provision of care they offer to children. For example, they have regular meetings to identify strengths, weaknesses,

opportunities and difficulties in each room to focus on improvements. The nursery complete a focused improvement plan through the local authority and use the Ofsted online evaluation form to identify the strengths and weaknesses in the provision. Overall, the good organisation of resources in each of the playrooms ensures all children can access play materials of their choice, encouraging independence and their ability to initiate their own play. The rooms are bright, and attractively set out with areas of continuous provision of resources to offer children daily experiences covering all areas of learning. As a result, learning is well managed and structured to support both group and individual needs. Displays in all of the rooms are attractive; they encourage learning or celebrate the children's achievements. For example, in the baby room children's pictures show their use of colour and texture in art activities to enhance the babies' learning opportunities.

There are very good partnerships with local schools, associated professionals and childcare providers. There is a wealth of information available to parents. This includes a parent 'welcome pack', which details all aspects of the nursery including information about staff, qualifications and experience. Parents receive consistent feedback about their children's progress through discussions, communication books and through parents' evenings. Other forms of information such as newsletters and emails promote the continuity in care for children's learning. Parents benefit from the information on display, such as photographs of the children enjoying play activities and outings, and articles relating to the areas of learning and current early years practice. Staff include all parents in their children's learning and development, for example through the use of 'WOW' sheets in their learning journals for parents to share achievements or special moments at home. Staff send regular photographs and comments of children's time at nursery to parents on active duty overseas. In addition, dolls Travis and Tallauh, and Poppy and Alfie the monkeys are soft toys, which children are able to take home to form a learning link between nursery and home. At the inspection, parents spoke highly of the staff team and the nursery as a whole. Parents say they are delighted with the care and education their children receive; for example, they state children have become more confident and have made very good progress at the nursery. The nursery staff work very closely with other professionals involved in children's care, for example, additional carers and professionals who support individual children. Consequently, this unified approach and support enables the staff to meet the children's individual needs and support them in making good progress.

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

Unique reference number	EY397174
Local authority	Wiltshire
Inspection number	914857
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	94
Number of children on roll	115
Name of provider	Bourne Valley Nursery School Ltd
Date of previous inspection	17/11/2009
Telephone number	01980611766

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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