

The Balsam Nursery

The Balsam Centre, Balsam Park, WINCANTON, Somerset, BA9 9HB

Inspection date	08/08/2013
Previous inspection date	08/10/2012

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

- Staff provide a wide range of meaningful play activities, which effectively encourage children's interest and learning.
- Children are cared for in bright, inviting play areas, where space is organised well to provide interesting areas of learning.
- Staff work well together in supporting children's specific developmental needs, which actively encourages their participation in play activities.
- Children enjoy a variety of nutritious snacks and meals, which effectively promotes their awareness of healthy eating.

It is not yet outstanding because

- Staff have not fully established children's understanding of possible risks in their environment, which slightly reduces children's awareness of safety.
- Staff do not fully support children in developing their self-care skills during some routines, which reduces opportunities to build on their independence.

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 indoors and outside.
- The inspector had discussions with management, staff and children.
- The inspector sampled documentation including operational policies and procedures, such as accident records and children's learning journals.
- The inspector took into account the views of parents spoken with at the visit.
- The inspector viewed the nursery development plan with the registered person.

Inspector

Mary Daniel

Full Report

Information about the setting

The Balsam Nursery registered under the current management in 2009. This privately owned nursery operates from rooms within a children's centre situated in Wincanton, Somerset. It is one of two childcare provisions owned by the registered person. The nursery operates from two main play areas, with integral toilets, changing facilities and a sleep room. They also have use of two additional rooms in the children's centre, the youth room and the shed. Children have access to three enclosed outdoor play areas.

The nursery is open from 8am to 6pm, Monday to Friday, all year round, apart from bank holidays and Christmas. The nursery is registered with Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 135 children on roll, of whom all are in the early years age group. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. The nursery supports children who are learning English as an additional language and children with special educational needs and/or disabilities.

There are 16 members of staff, including the overall owner/manager. Of these, 15 are qualified to level 3 or above and one holds the Early Years Professional Status.

What the setting needs to do to improve further

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

- make more use of everyday routine activities to maximise learning opportunities for children to develop their independence and self-care skills .
- provide more opportunities for children to develop their awareness of possible risks in their environment and ways to keep themselves safe.

Inspection judgements

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

Staff have a clear understanding of the learning and development requirements of the Early Years Foundation Stage framework. They identify children's next steps in learning from their ongoing observations of their play and interests. This effectively supports them

in planning an exciting variety of purposeful play activities that children enjoy. Consequently, children become absorbed in their play and this supports them well in making good progress in their learning and development. For example, pre-school children have great fun exploring a large tray of shaving foam to find the hidden mini-beast toys. They clap their foam covered hands and laugh as this spreads the foam over their hair and noses. Toddlers enjoy pushing their hands through a sticky mixture of shaving foam, lentils and paint. They use wooden shapes and cars in paint to make different tracks and patterns. This actively encourages children to explore colour and texture as they play. In addition, staff support them in developing their early writing skills and use skilful discussion to extend children's interest. For instance, they talk to them about the chalk pictures they make outside and discuss what might happen to the chalk if they add water. As a result, children eagerly fetch cups of water to carry out this experiment. They pour the water over the chalk and see how this makes the colours change. They splash with delight in the puddles they create and then examine the footprint marks they make with their wet shoes. This effectively encourages children's curiosity in play and helps them become active learners.

Staff plan interesting role play activities around children's interests. For example, babies and toddlers explore an aquarium role-play area with a paddling pool of toy whales, dolphins, starfish, shells and boats. Children like playing in their 'vet's surgery' and also go to visit a local vets and a pet shop. Pre-school children go on an exciting 'space rocket' ride. From this activity they create their model 'Roddy' the robot out of tin foil, large cardboard boxes and collage materials. These play experiences actively encourage children's understanding of their world, their creativity and imagination. Children are eager to join in with their favourite songs about animals in an outside singing session. Toddlers eagerly make the 'oink', 'moo' and 'baa' noises of the animals they see on the pages. Pre-school children start to describe the features of the toy animals with which they play in their game. For instance, they say the giraffe has a long neck and the zebra has stripes. Staff actively reinforce children's words and sounds through speech and use of simple sign language. This effectively supports children in beginning to use other words and gestures to express their ideas. As a result, staff support all children very well in becoming strong communicators. Children have great fun helping to wash an adult's car. This provides an exciting experience for children as they enthusiastically sponge water and bubbles over the doors and wheels. Staff talk with children about the features they see. Children notice the car has a badge with letters on the front. They know that a driver uses the mirrors to see any cars coming up behind. They talk about their family cars and say they have a blue one that goes very fast. As a result, this activity effectively promotes children's understanding of their world, their literacy and speaking skills.

Parents contribute to their children's learning by sharing what they know their child can do at home. Overall, this effectively promotes continuity for children's learning. Staff are aware of the importance of maintaining liaison with other settings children attend. They initiate contact and share information to provide a consistent approach for children. In addition, they invite reception teachers to visit the nursery and meet the children. This effectively supports the older children in preparing for their move to school.

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

Children are settled and form positive relationships with the friendly staff. For instance, toddlers are keen to help staff and each other stretch out a colourful parachute by holding onto the edges together. Staff sing a favourite bus song while children are encouraged to shake the parachute up and down and slowly and quickly. This effectively helps young children to start working cooperatively. In addition, they learn to control their physical movements in different ways. Babies are supported well in gaining control in their mobility. For example, staff hold their hands to give confidence as they attempt to walk over a wooden bridge outside. Pre-school children have fun counting their steps as they call 'What's the time Mr Wolf?' to a friend standing at the other end of the garden. They shriek with laughter as their friend turns round and responds 'One o'clock' and they run back to their safe 'home'. This actively encourages children in playing together and developing their number awareness, while also using up their energy in play. Staff provide children with lots of opportunities to play outside where they can run and climb freely. As a result, children develop a positive enjoyment of exercise, which effectively promotes their good health and well-being.

Staff organise children's access to drinking water well. They are able to easily reach a jug of water and some cups in each play area. Pre-school children like to pour themselves a drink when they are thirsty after playing outside. Staff use picture cards to help younger children choose between water and milk to drink. This encourages children to have regular drinks. Staff provide children with a choice of healthy snacks, such as raisins, melon or kiwi fruit. However, children do not serve themselves, which reduces opportunities for them to develop independence and positive hygiene practices, for example, by using spoons. On occasion, younger children are not fully supported in learning to sit down when drinking their milk or water. Therefore, staff do not always maximise the opportunities for children to develop their social and self-care skills within these everyday routines. However overall, mealtimes are enjoyable for children as staff sit with them and encourage discussion about the foods they eat. As a result, children are supported well in developing an understanding of foods that are nutritious and healthy.

Children behave well. Staff effectively reinforce good behaviour and frequently praise children for their efforts in play or for helping another child. Children begin to work out solutions to problems. For instance, they start to share out the different coloured pegs with their friends so they can both make some colourful patterns. As a result, children start to develop the skills and attitudes that will support their future learning.

Children meet a visiting policeman who talks about road safety with them. Staff use a toy belisha beacon and traffic lights with children in their games and talk about where it is safe to cross roads. Children practise fire drills to help them understand what to do in an emergency. Consequently, children begin to develop some awareness of how to look after themselves. However, staff do not include them in the process of risk assessing the play areas or activities. For example, they have not helped children to assess how to be careful on the balancing beams outside to stop them from slipping to one side. This reduces opportunities to support children's understanding of keeping safe. Children are cared for in

bright, inviting play rooms. Staff organise these well to create different areas of learning. For example, babies have their own gated area, where they can play safely with a wide variety of colourful activity toys. All children have continual access to an outside play area. Toys and resources are organised effectively to support children's independent choices. For instance, pre-school children quickly find a piece of paper they need to make a print of a chalky puddle outside. Toddlers can reach a variety of books appropriate for their age and stage of development. This effectively helps to encourage children's learning through their play.

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

Staff have developed a sound understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. They are clear on procedures to follow should a safeguarding concern arise and are confident to liaise with the relevant agencies involved. This helps to promote children's welfare effectively. Clear recruitment and employment procedures are in place, which include regular staff supervision and appraisal meetings. Staff are qualified and experienced and commit to ongoing training opportunities to further promote their knowledge and understanding of high-quality practice. For example, currently there are staff completing management training and others undertaking a degree course. This shows staff are committed to making ongoing improvements to their practice and promoting outcomes for children.

Staff regularly evaluate their practice and review issues arising. For instance, since the last inspection they have developed the resources available to support children's understanding of early mathematical concepts. They have also recently restructured the staffing arrangements. As a consequence, they have implemented more effective systems of monitoring children's development and share this with parents. For example, staff keep parents well-informed of their child's daily activities through discussion and use of a daily journal for each child. Parents share their child's learning journal folders, which contain regular assessments that key workers make of their achievements. In addition, staff consult with parents on their child's development as they complete the progress check for two-year-old children. Parents are asked to complete a simple question sheet on their child's abilities. This helps to provide a consistent summary of children's achievements and identify any areas for support. Consequently, effective systems are in place to assess and monitor children's progress from an early age.

Staff review the organisation of their deployment to promote children's safety. Each member of staff is deployed accordingly to take responsibility for a zoned area of play. In addition, there are 'floating' staff that are available to support them. This provides more effective supervision of children of all ages. Consequently, staff are actively working towards minimising accidents. Staff keep appropriate records of an accident and obtain witness signatures to verify the details recorded. They review how any accidents children have are managed and recorded and link these to the ongoing risk assessments

completed. This then helps to monitor the effectiveness of safety prevention and supervision levels in place. This actively helps to promote children's well-being.

Staff promote good partnerships with parents who say their children are very happy at the nursery and that the staff are friendly. They say staff keep them well-informed of their children's achievements and that they are making progress. Staff also work well with other professionals and early years settings, which helps to ensure the care and learning needs of all children are met.

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	EY396423
Local authority	Somerset
Inspection number	930572
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	135
Name of provider	Robert Eric Green
Date of previous inspection	08/10/2012
Telephone number	0196331688

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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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