

Bluebell Barn Day Nursery

Red Dyke Farm, Dittons Road, Stone Cross, Pevensey, East Sussex, BN24 5ES

Inspection date	04/11/2013
Previous inspection date	07/01/2009

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

- Staff take good steps to make sure children are kept safe.
- Children enjoy a good range of quality experiences indoors and outside, linked directly to their interests and developmental needs.
- Children gain excellent communication skills because staff are skilled at supporting children's language, critical thinking and problem solving.
- Effective partnerships with parents mean that there is a united approach to meeting individual children's needs, extending their learning and helping them make good progress.
- Management successfully evaluate the quality of the nursery, which provides them with a thorough awareness of their clear strengths and areas for further development, they support the professional development of staff and make clear plans for improving their practice.

It is not yet outstanding because

- The programme for literacy is not fully developed in the outdoor area.
- There are few photographs displayed of family or familiar people in the baby room to promote babies' sense of belonging further.

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.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector talked with available staff, parents and held discussions with the manager
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector looked at arrangements for keeping children safe.
- The inspector and manager carried out a joint observation.

Inspector

Nadia Mahabir

Full report

Information about the setting

Bluebell Barn Day Nursery is one of three nurseries run by Chantry Childcare Ltd. It opened in 2005 and operates from a converted barn in the Stone cross area of Eastbourne, East Sussex. Children have access to various play rooms on the ground floor and to a secure outside play area. The nursery is open each weekday from 7am to 7pm for 51 weeks of the year. The nursery is registered on the Early Years Register. There are currently 132 children in the early years age group on roll. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. A total of 20 staff work with the children, and they all hold appropriate or higher early years qualifications and the manager has 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:

- enhance children's literacy skills in the outdoor area by reviewing the range of written material available.

- extend displays to include photographs of familiar people and family members to further support children's sense of belonging and self esteem.

Inspection judgements

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

Children thoroughly enjoy attending this nursery, which provides them with a welcoming, vibrant and stimulating environment where they learn through play. This enables every child to follow their own interests and to achieve their full potential. Group activities and free exploration sessions are very well balanced to ensure that children have time and freedom to become deeply involved. For example, children concentrate deeply while they make marks. They draw intricate patterns that represent a number of things that are important to them. Children have access to a very good selection of craft resources. They can independently select paper, paints and glue to create their own pictures to display in the room or to take home with them. They show good hand-to-eye coordination as they confidently use scissors to cut the paper to the correct size. Children use the role play area independently and dress up and act out imaginary role play scenes as they make each other a 'cup of tea' in the role play kitchen.

Babies and younger children play in a separate room. Resources are stored at a low level

and are well suited to children's interests and effectively challenge and stimulate them. Provision for sensory play is a key strength of the educational programme for children aged under two. A well-stocked treasure basket of everyday objects and materials, which all look and feel different, keeps them enthralled for ages. Babies shriek out, babble and laugh as they start to use single words that staff repeat again and again to reinforce their understanding. Babies are inquisitive and active learners as they take part in a broad range of activities. For example, babies, supported by attentive staff, clearly enjoy the sensory experience of using their fingers and brushes to make marks on paper with paint. They have some wonderful opportunities to explore and investigate using resources around them. However, staff do not make the best use of displays. This means the environment is not as stimulating as possible, to offer the most effective opportunities for babies to become fully focussed on things that they see, for example, photographic displays of familiar places and people.

Teaching techniques are strong. Staff are skilled at supporting young children's emerging language and communication skills throughout the daily routine. The educational programme is underpinned by staff's excellent use of specialist assessment and monitoring tools, and teaching strategies. The team deliver the 'Every Child A Talker' (ECAT) programme. They use recommended strategies effectively to support all children's communication and language skills, including those learning English as an additional language and those with special educational needs. Circle times and small group activities are planned very well by staff; they effectively teach children new sounds and letters and make learning new mathematical concepts fun, gaining skills that will be useful when they move on to school.

Children begin to understand that print carries meaning and the more able children handle books with care and enjoy having stories read to them. However, there are few resources in the outside area that would support and further their understanding of words.

A good balance of adult-led and child-initiated activities ensures that children are the prime instigators in their own learning. Teaching techniques are good because staff interact effectively and are committed to enhancing children's learning through play. Staff use their knowledge and experience to plan interesting and challenging activities for the children to enjoy and develop their skills in all areas of learning. They regularly observe and monitor children as they play and also during planned activities. They keep detailed assessment records and use the information to help identify children's stage of learning. This helps prepare children for the next stage in their learning. Staff complete required progress checks for two-year-olds to identify children's strengths and areas where they make less than expected progress.

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

Children are happy, calm and settled as the staff are very caring and give high priority to all children's needs and opinions. Staff members have arranged the play areas to enable all children, older and younger, to be highly independent. The environment is equipped with good-quality play and learning resources that are very attractively presented. There is

a well-established key person system that helps children form secure attachments and promotes their well-being and independence. They gain a wealth of relevant information about the child from their parents when they join the nursery. This enables staff to fully support each child's needs and emotional well-being. As a result children settle quickly. Babies form good attachments to their key person and respond with smiles and gurgles when they interact with them. They are happy to independently explore their environment when they know a familiar adult is nearby, and seek reassurance and cuddles when they need to.

Clear daily structure and well established routines enable children to be fully aware of what to expect. Older children display confidence and independence. They manage their personal needs well, such as using the toilet and washing their hands afterwards. They also learn how to put on and take off their coats. Being competent in these skills helps children to prepare for the move to school. Children access the outdoors regularly and this helps to enable them to remain healthy as they access lots of exercise and fresh air. The free-flow system supports children accessing the garden throughout the day and promotes all areas of learning. Therefore, children can be active in their play and learning. Children enjoy energetic and active play in the garden. They develop their good physical skills and coordination as they climb and balance and enjoy the space to run. They use small ride-on toys confidently building up their leg muscles and ride on bikes.

Children take great pride when choosing different fruits at snack time, serving themselves and pouring their own drinks. These skills support children's next stage in their learning, preparing them for their transitions both within the nursery and on to other settings and school. Children learn about making healthy choices in their food through discussions at mealtimes and the activities provided. Children's individual dietary needs are known and respected to ensure their well-being. Staff are positive role models and reinforce the kindness they have shown to each other. They provide clear guidance for children about what is acceptable behaviour and, due to this, children behave well and are kind and caring towards one another. They use their initiative during tidy up time as they help their friends find the correct places for toys and equipment. Staff praise individual children's achievements which in turn enhances their feelings of self-worth and importance while at the setting.

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

This inspection was brought forward as a result of information received that raised concerns about how well the setting is meeting safeguarding and welfare requirements. We found that the manager and staff have a clear understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff are well deployed which helps to ensure that children are safe and supervised. Effective risk assessment processes are in place, which management have used to minimise potential hazards to children. Detailed procedures for vetting and assessing the suitability of practitioners are in place. Good induction procedures help new staff to be confident in implementing the nursery's policies and procedures effectively. We found that

there had been an incident when a child had been given food that they have a mild intolerance to. The management responded promptly to the incident by carrying out a thorough investigation and as a result of this safeguarding measures are now tighter to make sure such an incident does not happen again. Required information about each child is clearly recorded by the nursery; all documentation required for the safe and efficient management of the provision is well maintained. Information regarding children's allergies are clearly recorded and displayed and accessible for staff during meal and snack time routines. Staff are fully aware of their roles and responsibilities in keeping children safe, consequently, children are safe and their welfare is promoted.

Staff understand the value of working effectively with parents. Children records and information is shared. Daily communication and feedback sheets regarding babies' and toddlers' personal routines are shared with parents. This enables parents to gain a full insight about their child's day. Regular development reports are shared with parents to ensure that they are kept well informed about the progress their child makes. Practitioners are proactive in encouraging parental involvement in their child's learning. Their views are sought through discussions and involvement in children's records of learning and questionnaires. Parents benefit from an array of information displayed on the parents' notice board and regular updates in newsletters. Parents express their appreciation of the welcoming, professional approach of the setting and value the service they provide. The setting establishes and maintains good partnerships with all external health and safeguarding agencies and other early years setting's involved with children to ensure a consistent approach to supporting children's individual learning and welfare needs.

All staff have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Their close monitoring of children's progress helps them successfully identify any gaps or differences in learning, such as where children learn better in an outdoor environment. This enables staff to adapt activities and plan according to individual learning styles as well as needs. Successful mentoring and peer observations are an additional tool used for driving improvement. Staff are effectively skilled and continue to develop as they are encouraged to gain further qualifications and extend their knowledge, improving outcomes for children. They work extremely well together as a team to evaluate the provision and make improvements where necessary. In-house training is also used to enhance practice. The staff team have an accurate view of their nursery. They are able to identify their key strengths and recognise how further development will enhance their already good quality service. Management has a strong drive to improve the nursery. They effectively use a variety of methods of self-evaluation to help identify areas for further development. They target areas for improvement and implement plans to address. Children benefit from the strong leadership and management who have high aspirations and a clear vision to provide good quality care and education to all children who attend.

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	EY302561
Local authority	East Sussex
Inspection number	941424
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	65
Number of children on roll	132
Name of provider	Chantry Childcare Ltd
Date of previous inspection	07/01/2009
Telephone number	01323 487081

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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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