

# Inside Out Bubbenhall Independent Day Nursery & Pre- School

School House Manor, Ryton Road, Bubbenhall, COVENTRY, CV8 3BL

<b>Inspection date</b>	25/02/2014
Previous inspection date	08/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 nurture and support children which helps them to form strong attachments and this promotes their emotional well-being effectively.
- Good teaching by skilled staff means that children make rapid progress in their learning.
- There are very good relationships with parents and other agencies involved in children's care, learning and development. Children are given high levels of support, which means that they are able to reach their full potential.
- Effective monitoring and self-evaluation means that there is continuous improvement in children's learning experiences.

### It is not yet outstanding because

- There is room to improve the accessibility of resources in the garden so that children can more easily make independent choices about their play.
- The outdoor area is not always included in planning. This means that children's already rapidly developing physical skills are not optimised.

## **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 activities in all rooms and the outdoor learning environment.
- The inspector held a meeting with the provide rand manager of the nursery and spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection and the views of written feedback from parents.
- The inspector checked evidence of suitability of all members of the staff team, their qualifications and the provider's self-evaluation and improvement plan.
- The inspector looked at documentation, including children's records, learning and development information, two year progress checks, staff records and a selection of policies and procedures.

## **Inspector**

Hazel White

## Full report

### Information about the setting

Inside Out Bubbenhall Independent Day Nursery & Pre-School was registered in 2007 and is on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and is situated in the village of Bubbenhall in Warwickshire. The nursery operates from a Victorian School House. Entrance to the building is at ground level and access to the first floor pre-school playroom is via stairs. There is a large enclosed area available for outdoor play. Babies have a separate smaller garden with a soft play surface. The nursery serves the local and surrounding areas.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.45am until 6.15pm. Children attend for a variety of sessions. There are currently 97 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 24 members of childcare staff. They all hold appropriate early years qualifications. Of these, 22 are at level 3 or above and this includes one with 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:

- strengthen opportunities for children to make choices about their play in the outdoor area, for example, making resources such as wheeled toys more easily accessible
- extend planning to more consistently include the outdoor area to enrich opportunities for children and optimise their physical development.

## Inspection judgements

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

Children are happy and well-motivated to learn in this very welcoming and supportive nursery. They make good progress in their learning and development because staff are enthusiastic and dedicated to their role. Arrangements to assess children's starting points on entry are well-established. Teaching is rooted in a good knowledge and understanding of how children learn, and staff successfully help all children to move forward in their learning. Staff naturally ask open questions to challenge thinking and extend learning. In addition, they recognise that children learn through play and that they have differing learning styles. Children's progress is tracked accurately and this means that any gaps in

their learning are quickly identified and planned for. The progress check at age two is completed for all children at this age and staff encourage parents to share the information with other relevant agencies, such as health visitors or speech and language therapists. Children with special educational needs and/or disabilities are well cared. Staff are skilled in providing care and education that meets each child's specific needs, ensuring every child reaches their full potential.

Children's progress is recorded in their learning journal and these also include delightful photographs, and samples of children's artwork. This provides parents with a lovely reminder, and accurate overview of their child's time at the nursery, and the progress they make. Parents have good links with their child's key person. They are encouraged to become fully involved in their child's learning at home. For example, parents are provided with 'wow clouds' on which they can write information about their child's achievements. This information is used effectively in planning further activities to support children's overall learning. Consequently, children make rapid progress in readiness for school. Children can freely access a wide range of indoor resources and planning effectively covers the seven areas of learning. This enables children to explore and make their own discoveries.

Children have daily access to the vast outdoor area which ensures that they get plenty of fresh air and exercise. The large sand pit and multi-level water tray enable all children to experiment with, and explore different textures. Children tend to the vegetable patch, and grow and 'pull carrots' which they proudly give to the nursery cook to prepare for their dinner. The nursery is set in countryside setting and children are able to view a range of local wildlife and agricultural experiences. For example, they talk about the sheep in the field and acknowledge the farmer as he uses his tractor. However, the outdoor environment is not routinely included in planning, and sometimes resources, such as, hoops, balls and wheeled toys are not stored in a way that encourages children to help themselves. This means that learning opportunities, are at times, not as rich as indoors.

All children are very well supported in acquiring very good communication and language skills as they engage in conversations with staff and their 'friends' while they play together. Staff effectively encourage children's listening and speaking skills and there is a strong emphasis on developing new vocabulary. For example, children learn the word 'contender' as they think about which children are the 'tallest' in their group. They can name the planets of the solar system and think the 'red planet' might have 'aliens'. The nursery has a trained 'Speech and Language Champion' who supports staff's in modelling language during planned activities and in everyday routines. Makaton is also used to support children's communication and language. For example, children learn to 'sign' their names when they sing the welcome song at circle time and young children use gestures to make their needs known. Children love to listen to familiar stories, and staff are skilled at engaging children, sitting toddlers on their laps so that they can clearly see the book. This helps to sustain their interest and attention and supports children's learning and enjoyment. There is a rich range of text displayed around the nursery and a wide range of books in each story corner. Resources, such as, pens, pencils, chalk, stencils and paper are plentiful which enables children to make marks and practise their early writing skills. As a result literacy skills are very well promoted.

Children use their imagination and show their creativity as they use play dough. They competently use tools to make a birthday cake and carefully place small sticks on the top to represent candles. They also liken it to a 'hedgehog'. Babies and young children thoroughly enjoy painting their feet and hands, and 'have a go' at using sponges to make pictures. Children increase their understanding of how things work by using information and communication technology resources and programmable toys. Pre-school children use a computer and are competent in completing simple programs, therefore, gaining a good understanding of information and communication technology. Babies show great interest in toys with buttons, flaps and simple mechanisms, which they learn to operate independently. These opportunities help children develop useful skills for their future learning.

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

Children are extremely happy and confident. Good attention is given to children's personal, social and emotional development. There is an effective key person and 'buddy' system that supports partnership working with parents. This means that children's individual needs are successfully met and they are provided with consistency of care. As a result, children are secure and develop strong bonds with their key person. Staff are knowledgeable about the children in their care and their unique characteristics. New children settle quickly because staff work well with parents to find out about children's skills and abilities using an 'All about me' form. Successful handover systems within the nursery mean that children are introduced to their new key person and spend time visiting their new room which enables them to build close relationships. Good consideration is given to making the environment welcoming for children and their families. Children's artwork is displayed throughout the nursery and this helps children gain a sense of pride and belonging.

Children are listened to with genuine interest and encouraged to express their views. This approach develops high levels of confidence and self-esteem. Children's behaviour is very good and they are encouraged to use good manners and to understand the rules for being together, such as sharing and taking turns. Children are responsive to praise and encouragement and are eager to please. Children develop their self-care skills well. They help to set the table at lunchtime, pour their own drinks, and know they need to wash their hands before eating. Children learn about healthy lifestyles through discussions and activities. They are well-nourished because they are provided with a good range of nutritious foods. Meals are freshly prepared, on site, using locally sourced produce. The nursery won a 'Kinder Heart Heartbeat Award' for healthy food choices. Meal times are social occasions as the children sit chatting to their friends. Staff prepare formula milk for babies and keep records of the times that they have been fed. This helps to ensure that they receive their bottles as required and keeps parents effectively informed of their child's feeding routine.

Staff give good priority to children's safety and supervise them well. They encourage children to think about keeping themselves safe with gentle reminders, such as not running in the playroom because they might hurt themselves. This is an inclusive setting which successfully makes sure that all children and their families are valued, respected

and included. Effective partnership working with other agencies means that children with any additional needs are supported well. As a result, every child is given the opportunity to achieve well and reach their full potential. Children learn about the benefits of exercise and they experience outdoor play throughout the day which successfully supports their overall health and physical well-being.

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

The designated person for safeguarding is clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe from harm. Following a visit by Ofsted a Welfare Requirements Notice was issued regarding risk assessments with particular regard to restricting internet access on all computers used in the nursery. In addition, two notices to improve were issued regarding safeguarding. This inspection found that all staff have a good understanding of the safeguarding children procedures and they attend regular training to update their knowledge and skills. The manager has recently reviewed the safeguarding policy. This includes information about the safe use of computers, mobile phones and cameras within the nursery. Rigorous recruitment systems are in place to ensure that all staff are suitable to work with children and have been appropriately vetted. Thorough induction procedures ensure that new staff and apprentices have a secure knowledge of their roles and responsibilities. Comprehensive risk assessments are carried out on a regular basis and reviewed as and when necessary. Staff are well deployed to ensure that children are kept safe and all visitors are effectively monitored to ensure they do not have unsupervised access to the children. There are good arrangements for the collection of children because passwords are used when necessary for extra protection.

The manager is an effective leader, setting high aspirations for quality. She shares their vision with all staff, which means they all work together as a cohesive team. The manager has a very good understanding of her responsibilities in meeting the learning and developmental needs of young children. She has a wealth of childcare experience and works closely with the Early Years Professional in the team. An effective system is in place for regularly monitoring practice and this ensures the nursery is always evolving and improving. Professional development of all staff is supported well through regular supervisions and appraisals. All staff hold early years qualifications and they work hard to provide high quality care and learning opportunities for children. The nursery uses self-evaluation to identify areas for improvement and clear action plans are in place to bring about continual development. For example, following parents comments, staff photographs are displayed on boards outside each room so that parents now know at glance which staff are working each day. Furthermore, parents and grandparents are invited to attend a pre-school lunch club so that they are involved in nursery life.

Partnerships with parents are very good and parents feel included and welcome in the setting. They are actively involved in their children's learning as their views, comments and ideas are sought. Parents know they can come into the nursery at any time and discuss their children's progress and talk to staff about their children's development. This ensures that a strong link between home and the nursery is maintained. The nursery

operates a successful 'Parent Partnership group'. The aim of this group is to provide parents with the opportunity to discuss their views and experiences of the nursery to enable manager to reflect on practice. Parents speak highly of the nursery and staff, their comments include, 'professional friendly staff' and 'homely environment'. Staff recognise the importance of smooth transition arrangements for the children's next phase in their learning. They have close partnerships with other early years providers to share information in order to fully promote children's learning, development and welfare. Partnership working with other professionals and agencies is already established and used to identify children's needs to help them make the best possible progress.

### **The Childcare Register**

The requirements for the compulsory 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>	EY355943
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	942536
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	80
<b>Number of children on roll</b>	97
<b>Name of provider</b>	Inside Out Bubbenhall Independent Nursery And Pre-School Partnership
<b>Date of previous inspection</b>	08/03/2012
<b>Telephone number</b>	0844 800 3001

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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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