

# Bodmin Integrated Neighbourhood Nursery

Berrycoombe CP School, Berrycoombe Vale, Bodmin, Cornwall, PL31 2PH

<b>Inspection date</b>	08/04/2014
Previous inspection date	31/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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 develop warm relationships with children, which leads to children being confident and secure in the setting and parents feeling confident that their children are happy and settled there.
- The needs of children with special educational needs are very well met, because staff seek support and work in close partnership with parents and other professionals.
- Monitoring and evaluation systems are very effective, leading to staff making changes to their practice and the environment to improve their provision.

### It is not yet outstanding because

- Staff sometimes struggle to balance and meet individual children's interests and needs and to make it clear when they are issuing an instruction.

## 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 carried out a joint observation alongside the manager.
- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector held discussions with the provider and staff.
- The inspector checked documents relating to the suitability and qualifications of staff.
- The inspector took account of parents and carers views spoken to on the day and included in the settings own parent survey.

## Inspector

Lynne Bowden

## Full report

### Information about the setting

Bodmin Integrated Neighbourhood Nursery registered in 2004. It is situated in the town of Bodmin, Cornwall. It operates from two sites at the Berrycoombe CP School. The day nursery has purpose built premises within the school grounds. The early years unit operates from a classroom within the main school building. This integrated neighbourhood nursery serves the local and surrounding areas. The provision supports children with special educational needs and/or disabilities, and children who speak English as an additional language. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 125 children from birth to eight years on roll. This includes 68 children receiving funded nursery education. The provision opens five days a week from 7.30am until 6pm. The nursery employs 12 staff to work with the children. Of these, two have achieved Early Years Professional Status, two hold early years degrees, 6 are qualified to a level 3, one has achieved a level 2 and one is currently working to a level 2. The company employs a Childcare and Education Manager to support all the settings within the organisation. A cook is also employed. The provision receives support from the local authority.

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

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

- enhance the staff's skills in balancing the competing needs of individual children and letting children know when instructions are not negotiable.

### Inspection judgements

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

At enrolment, parents share information with their children's key persons about their children's interests and developmental levels. This information, along with observations by staff, enable key persons to quickly establish children's starting points. Parents continue to contribute observations about their children's achievements at home to their children's progress records, known as 'Learning Gardens' in the organisation. Ongoing observations recorded in children's progress and assessment records show that individual children make good progress over time in all areas of learning. These records enable staff to produce written progress reports for two to three year olds and share them with parents.

The setting's use of the Every Child a Talker programme enables staff to identify, monitor and track the progress of children's speech and language development. They identify children in need of additional support and develop individual education plans for them. When appropriate, the setting refers children to other professionals for additional support and access suitable equipment to enable these children to participate in activities. They

work closely and effectively with these agencies, including the Speech and language therapy service and the Children's Development Centre to support children's development and learning.

The well qualified staff team use their strong knowledge and understanding of how children learn and develop to provide activities which engage each child's interest and supports their development. However, the staff can sometimes be distracted from an activity with one child by the interests of another. Thus interrupting the first child's activity.

Young children enjoy cuddling in with staff as they share books together. As the staff read from the book, they interest children in the pictures and ensure children take turns at lifting flaps in books to find hidden pictures. Following the story children have the opportunity to study and explore the book further, which some do with intent concentration. Older children select books from the accessible book storage and take them to a member of staff to share with them. The member of staff skilfully encourages children to talk about the plot and illustrations. She encourages children to consider what the characters are doing and why, and asks them to point out and count what they can see in the pictures. These activities help to support children's future literacy, their mathematics and their awareness of the need to share and take turns. Children develop coordination as they handle and pour water and sand. The staff encourage even very young children to use this skill to pour out their own drinks. Staff support children in developing further independence skills as they dress themselves in waterproof clothing and attempt to remove them. The staff help toddlers develop in confidence and stamina as they take them to walk and run across the field. Children develop balance and confidence as they negotiate obstacle courses, including tyres and planks.

Staff use children's interest in toy cars to raise their awareness of colours. They encourage children to identify and name the different colours. Staff use a favourite traditional story to reinforce children's awareness of different sizes as they recreate the bears' table with bowls and chairs of different sizes. Children thoroughly enjoy creating dens and dressing up using the range of materials available. The provision of a range of mark making and craft materials enables children to create pictures and models.

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

Staff get to know children well and develop strong, warm and caring relationships with them. This results in parents being confident that their children settle well at the nursery and children being confident and secure there. Young children show familiarity with routines. They talk about the need to wash their hands before meals and how they have learnt that this protects them from germs and illness. On hearing that it is lunchtime, toddlers talk about their approaching afternoon naps. When they question why this involves them removing their shoes, staff explain how this enables them to be more comfortable. Staff note signs of babies becoming tired and settle them to sleep in comfort in their cots. Records show that they make regular checks on them to make sure that they are safe.

The setting provides nutritious meals and a healthy choice of milk or water for children to drink. They involve children in harvesting fruit from their fruit trees, which the cook uses for some puddings. Staff encourage children as young as two years old to serve up their own lunches and feed themselves. In addition to developing independence, this raises children's awareness of their own appetites and portion control.

The use of sign language and pictures supports all children in their communication and promotes inclusion for children who have difficulties in their speech. Labels and notices in a variety of languages raise children's awareness of their and their friends' different languages. The translation of documents and provision of interpreters at meetings support communication and sharing of information with parents who have English as an additional language. Staff encourage and praise children for their personal achievements and positive behaviour, such as sharing and saying 'please'. This reinforces good behaviour and boosts children's self-esteem. However, on occasion staff give ambiguous messages. For example; when they need a child behave safely, they ask them to do so, inadvertently giving the child the option of saying no.

Staff explain hazards and dangers to children, such as the need to not climb on furniture. Children become familiar with the fire evacuation procedures through their participation in regular drills. Staff carry out daily safety checks to ensure that the resources and areas that children use are safe. These actions help children to gain a good understanding of how to keep themselves safe.

As children progress through the setting, their key persons support them by accompanying them on introductory visits to their next rooms. They provide summaries of children's progress and share information with the staff in their next room to enable them to provide continuity of care. This supports children's transitions. Links with the adjacent reception class teacher enables children to become familiar with the environment and staff there. The setting contacts any other schools that children are moving onto, inviting teachers to visit the setting and meet the children and their key persons. This enables children and teachers to meet and get to know each other in an environment where children feel confident. These links, along with children developing skills in all areas of learning, especially social skills, communication and independence, help prepare children well for their future.

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

The setting has comprehensive, detailed policies and procedures, which they share and consult with other agencies about. Along with support and advice available from the supportive and strong senior management team, these enable the staff to meet all the safeguarding and welfare requirements. The staff have all attended safeguarding training and those spoken to demonstrate a good understanding and awareness of their responsibilities and safeguarding procedures. All the staff have had appropriate checks carried out regarding their suitability. The management team make arrangements for staff

to update their safeguarding and first aid training and all but one member of staff has current first aid training. This ensures that there is sufficient first aid cover. The buildings are secure, with staff controlling access to areas used by children. In addition to written risk assessments, staff carry out daily checks to ensure that the toys, premises and equipment are safe and suitable for use.

Close and effective partnerships with a range of other agencies ensure that together they meet children's needs very well. Staff invite parents into the setting and discuss and share information about their children's progress and development. They provide interpreters and arrange translations when necessary. Parents respond positively in feedback questionnaires. They praise the support that key persons provide and the relationships that they develop with their children. These reassure parents about their children settling into the provision. Parents also value the frequent access their children have to outdoor play.

The staff have a good understanding of their responsibilities in meeting the learning and development requirements. They monitor children's progress towards all the early learning goals, linking their observations to guidance documentation. Key persons identify next steps for individual children and activities to promote these. Staff discuss and evaluate the effectiveness of their educational programme at regular staff meetings. The setting uses feedback from other professionals to adapt and improve their practice. Staff monitor children's use of equipment and reorganise playrooms to encourage them to make use of all areas.

Supervision and appraisal systems enable the management to support staff in their professional development, and to identify and address any difficulties or concerns. Analysis of children's development records has enabled the setting to identify areas where groups of children, such as those with English as an additional language, are falling below expected levels of development and they are taking steps to help these children progress well. The setting has met all the recommendations made at their previous inspection. The use of interpreters and translators ensure that all parents are fully informed and parents can choose whether they wish to continue with written information about their children's routines. All staff are aware of key words in children's home languages, as they are on display in the playrooms. This supports these children in settling in. The strong leadership and management team, who promote reflective practice and have responded positively to previous recommendations, demonstrate their commitment to, and capacity for, continuous improvement.

### **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>	EY277852
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	960657
<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>	66
<b>Number of children on roll</b>	125
<b>Name of provider</b>	Happy Days Day Nurseries Limited
<b>Date of previous inspection</b>	31/05/2013
<b>Telephone number</b>	01208 269 101

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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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