

# The Balsam Nursery

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

<b>Inspection date</b>	22/04/2014
Previous inspection date	08/08/2013

<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 provide a language rich environment, engaging children in conversations that interest them, which promotes their language and communication skills effectively.
- Staff consistently and regularly monitor children's development, which enables them to plan children's next stages of learning and prepare them well for school.
- Good partnerships with parents, other providers and outside agencies ensure staff fully support and include children with special educational needs and/or disabilities.
- Staff organise resources well so that children can initiate their own learning and practise new skills.

### It is not yet outstanding because

- The key person system does not fully promote the well-being of the youngest children when carrying out care routines.
- Staff do not always provide age-appropriate resources to fully support children's independence at mealtimes.

## 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 all areas indoors and in two of the gardens.
- The inspector held a meeting with the registered person and carried out a joint observation with them.
- The inspector spoke to children, parents and staff present on the day of the inspection.
- The inspector took account of the parents' survey carried out by the provider, self-evaluation and improvement plan.
- The inspector sampled documentation, including policies and procedures, children's development records and planning, and information for parents.

## Inspector

Elaine Douglas

## Full report

### Information about the setting

The Balsam Nursery registered in 2009. It is situated in the Balsam Centre, close to the centre of Wincanton, in Somerset. The nursery operates from large open plan rooms, with children under three years accommodated in the nursery area with a partitioned area for non-mobile children. They accommodate children over three years in the pre-school area. All children share a central creative area and the cooking area. The nursery and pre-school children have direct access to enclosed outdoor areas, as well as an additional orchard. The nursery has access to three additional rooms in the centre, including a sensory room. The Balsam Nursery is open from 8am to 6pm, Monday to Friday, all year round apart from bank holidays and one week at Christmas, as well as four inset days. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 93 children on roll. The nursery receives funding to provide free early education for two, three and four-year-old children. The nursery supports children who speak English as an additional language and children with special educational needs and/ or disabilities. There are 14 members of staff, including the manager. Of these one holds Early Years Professional Status, two staff have a qualification at level 5, two at level 4 and eight staff hold a level 3 childcare qualification. One member of staff is working towards a childcare qualification at level 3 and three are working towards a leadership and management qualification at level 4. In addition, three staff are working towards a relevant foundation degree.

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

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

- organise staff deployment to enable the key person or the co-key person to carry out young children's personal care to support their well-being fully
  
- provide appropriate resources to support young children in managing drinks for themselves

### Inspection judgements

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

Staff have good systems to understand children's starting points and to continually monitor their development. This enables them to have a good knowledge of children's individual needs, including any additional needs, and to plan interesting activities to challenge them further. Staff provide a good learning environment so that children enjoy playing and exploring. Staff continually involve parents in their children's learning and have recently introduced written information on home activities, to promote this further.

As a result, all children make good progress in their learning and development, from their starting points.

Staff provide good support to ensure children develop firm foundations in their key areas of development, which prepares them well for school. Staff engage children continually in conversations, extending their vocabulary and supporting them in becoming confident communicators. For example, in a song about sheep, staff ask the children for another word for 'Master' and 'Dame' and children make suggestions demonstrating their understanding. As a result, children confidently explain the meaning of a 'surname' and understand that adults learn in a 'college'. Children listen well to instructions and notice rhyming words. This is because, in whole group activities, staff get the children's attention first. When staff ask children what they need, they respond saying, 'Listening ears and looking eyes'. Children are active learners, exploring resources to find out what they can do with them. For example, two children work together to discover that if they hold one end of a piece of pipe up in the air they can roll items down it and the higher they lift it the faster they travel. Staff plan good activities to challenge the more able children. For example, children learn about primary colours and excitedly notice how red and yellow makes orange. When children notice they have made green, staff ask them how they did that and children explain, recalling the process they went through.

Staff provide equipment and support to enable children to develop self-help skills, such as using spoons to serve their chopped fruit. They help to clean the tables after meals and use a small brush to sweep the floor. Although staff help children to pour their own drinks, they use a very large jug, which makes it difficult for children to manage alone. However, children develop good physical skills as they enjoy pouring water from one container to another in the water tray. Babies and toddlers use all their senses to explore materials. For example, they feel the soft foam and smell it, and staff point out the marks they leave behind with the brush or their fingers. Staff encourage children to make predictions and then find out if they are correct through practical experiences. For example, children guess that three and three makes five, but correct themselves when they count a member of staff's fingers. They complete puzzles through trial and error, turning pieces around until they fit. Later those children support others in doing the same, so they learn from each other.

Good resources indoors and outdoors encourage early writing skills. For example, children use chalk in the garden and make appointments in a diary in the role-play area. Staff encourage pre-school children to write their names on their pictures, linking sounds to letters, and some children write recognisable letters. Children of all ages enjoy books, both independently and with staff; babies crinkle material books and staff name the pictures, giving a context to words. Staff encourage children to notice differences, such as how many feet different animals have. They ask good open-ended questions. For example, while children build a house from small construction bricks, staff ask why they need to make stairs. Children discuss why some houses have stairs and describe their own homes. When the brick stairs collapse, the member of staff uses this as a teaching opportunity, getting children to think of ways to make them more secure. When they have to stop for lunch, she keeps the construction in place, for them to continue later. This enables children to complete their learning to their own satisfaction, which motivates them to

learn.

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

Children develop good relationships with the staff and each other. Babies confidently explore their surroundings, turning to their key person for reassurance. Children of all ages begin to learn each other's names as they welcome each other using song and signs in circle time. Staff support new children effectively, helping them to take an active role and understand routines. Staff use good behaviour management strategies so that children understand their expectations. For example, staff use a tambourine and chant a song which children join in with and spontaneously tidy up. Staff praise children for good listening. Staff encourage older children to manage their feelings appropriately and provide good interaction with babies, especially during daily routines, which helps them to feel secure. However, the key person or co-key person does not always do this to increase babies' well-being further. Staff work well with parents to understand babies' routines and children's unique backgrounds so that they can represent them in the nursery. Parents comment very positively on staff handling their children's settling-in and move from nursery to pre-school, really well. Staff invite teachers to the setting from schools children are moving on to, so that they can start to build relationships and get to know the children. This prepares children emotionally for their move onto school.

Staff provide good role models, wearing gloves to change children and ensuring they wash their hands afterwards. They provide sensitive support for children learning to use the toilet and build their self-esteem through praise and acknowledgement of how happy their parents will be. Children demonstrate a good understanding of practices to keep themselves safe and healthy. For example, children discuss how animals like water to drink and we like water or milk because they are good for us. Through enjoying freshly cooked, nutritional meals and snacks, and taking part in cooking activities, children develop a good understanding of healthy eating. Children of all ages have daily opportunities to be outdoors, where they learn the importance of fresh air and exercise. Overall, staff follow good hygiene procedures and regularly check the toilets are clean. Children safely use a range of tools, including scissors, and they know not to run indoors to minimise accidents. Staff are developing a Forest School provision to extend further children's awareness of keeping safe in risky play.

Children have good access to resources both inside and outdoors. As a result, they initiate their own learning and practise new skills. Babies crawl to toys that interest them and work out how they can use them. Staff label containers with words and pictures so that children can make independent choices. Staff enable the youngest children to make choices, such as picking an item from a bag that represents a song. Non-mobile babies have rattles and shakers, clap their hands and bounce on their bottom to show their enjoyment. Good resources enable young children to participate in activities, while keeping them safe. They sit at low tables in chairs with sides and a central bar for example. Staff make good use of the whole environment including the centre facilities, to extend children's learning. For example, children use the 'natural area' to grow produce,

which they may take home or cook at nursery.

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

The inspection was brought forward following a visit from Ofsted where we took enforcement action to ensure the provider meets the safeguarding and welfare requirements. The provider has taken appropriate action and now has a good understanding of meeting all requirements for the Statutory Framework for the Early Years Foundation Stage. For example, the provider has revised their policies to have clear procedures for safeguarding children and behaviour management, including having a lead practitioner with appropriate training to support staff. All staff have had further training, particularly in understanding procedures for physical intervention. Staff carry out good risk assessments to ensure the premises are secure, clean and fit for purpose. They have removed equipment, such as open water butts, to minimise risks to children. They check the outdoor areas everyday before children go outside and take appropriate action to help keep children safe. For example, they close the wooden bridge when the rain makes it unsafe. The manager evaluates any accidents to look at ways of further improving children's safety. Staff use an electronic system to record children's attendance and to identify which staff are responsible for them, which ensures that they maintain effective records and that they always meet the required ratios. The provider carries out required checks on staff suitability and keeps a record for inspection. The provider has a good system to monitor children's progress and identify any concerns to seek early additional support. This includes the required progress check for two-year-old children.

The leadership and management team have good systems to evaluate the provision and now ensure continuous improvement. They use parents' and staff surveys to gain feedback and implement suggestions to improve outcomes for children. For example, they now translate their policies and procedures into parents' first language. They have improved their new starter pack for parents to ensure they are seeking and giving good information right from the start. Along with feedback from outside agencies, the management team use all of these systems to evaluate the practice and identify actions for improvement. For example, they are looking at introducing technology resources to use with children with special educational needs and/or disabilities. They are implementing a new system to record parents' observations of their children's starting points more accurately. Staff have regular supervision to look at their key achievements and future development. They are encouraged to ask each other about their activities, so that they discuss and reflect on good practice.

Parents comment positively on the extensive information they receive on their child's development and how they can support their children at home. They have regular parents' evenings to see their children's development files and speak to their child's key person. Staff work extremely well with other settings children attend, including inviting them to attend the nursery along with parents, for a consistent approach to children's care and learning. Staff seek good support for children with special educational needs and/or disabilities and implement any recommendations from outside agencies, to help all

children reach their full potential.

### **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>	EY396423
<b>Local authority</b>	Somerset
<b>Inspection number</b>	959383
<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>	50
<b>Number of children on roll</b>	93
<b>Name of provider</b>	Robert Eric Green
<b>Date of previous inspection</b>	08/08/2013
<b>Telephone number</b>	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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