

Bognor House Day Nursery

Bognor House, 114 Old Church Road, CLEVEDON, Avon, BS21 7XP

| | |
|--------------------------|------------|
| Inspection date | 18/08/2014 |
| Previous inspection date | 20/11/2013 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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 have a good awareness of children's safety and help children develop their understanding of how to keep themselves safe. This means children can confidently move around the environment and initiate their own play choices.
- Children make good progress in their personal, social and emotional development because staff use all opportunities to promote their independence.
- Staff provide opportunities for children to develop a good understanding of the need for a healthy lifestyle, a nutritious diet and physical exercise.
- Staff speak to children consistently and clearly and ask carefully open-ended questions to help children think and solve problems during interesting and challenging activities.

It is not yet outstanding because

- Staff occasionally miss teaching opportunities to promote children's early literacy development in the outdoor environment.

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 practice in the playrooms and outside.
- The inspector had discussions with the owner/manager, staff, children and parents.
- The inspector completed a joint observation with the manager.
- The inspector sampled documentation including policies, children's records and planning.
- The inspector checked evidence of suitability and qualifications of all staff working with the children and the recruitment procedure.

Inspector

Jan Harvey

Full report

Information about the setting

Bognor House Day Nursery Limited is privately owned and registered in 2013. It is situated in Clevedon, North Somerset. Children have access to the ground floor of the property, which includes two main playrooms, a conservatory, dining room and toilet facilities. There is an enclosed area available at the side of the premises for outdoor play. The nursery is registered on the Early Years Register. There are currently 81 children on roll. The nursery supports children learning English as an additional language. The nursery opens each weekday all year round from 8am until 6pm. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The owner/manager holds Early Years Professional Status. She employs eight members of staff to work directly with the children. This includes a member of staff who holds Qualified Teacher Status. All other staff hold early years qualifications at level 3 except for two, who are unqualified. The nursery employs a cook.

What the setting needs to do to improve further

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

- provide more reading material in the outdoor environment to develop children's early literacy skills.

Inspection judgements

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

Children settle well in this welcoming environment where the dedicated group of staff supports them effectively. Children are eager to come in and choose activities and enjoy the wide range of stimulating, quality resources set out in areas around the play rooms and outside. The flexible routine allows children to concentrate on their chosen play for long periods, giving them time to think and develop new skills. During play times, staff move around, being attentive to children's needs and joining in their play. Children are appropriately challenged and progress well in all areas of learning.

Staff know their children and families well. Detailed information is taken from parents when children begin at the nursery. Staff use this information to identify children's interests and capabilities accurately so they can plan suitable and challenging activities, and establish children's individual needs securely. For example, staff ensure children who are new to the setting have their favourite toys and activities ready on arrival or whenever they might need them for reassurance. Staff enable all children to make good progress in their learning. They support children with special educational needs and/or disabilities and children who are learning English as an additional language well.

Overall, the quality of teaching is good. Staff intervene skilfully to extend children's learning, carefully using open-ended questions to help children think and solve problems during activities. For example, older children were challenged to make a cube in the construction equipment while younger children were asked to make a square. Staff ensure all children are developing skills at their own pace. Staff use opportunities, such as snack time, very effectively to promote children's language and communication. They teach children to listen carefully and respond to what they see and hear. For example, children were asked to use their noses to guess what their food would be. Staff sat with their key children and talked about what they had been doing at nursery and at home. They listened intently and showed children that they value what they say, encouraging language skills, particularly for those children who speak English as an additional language.

Staff encourage children to try out new experiences, such as using a basketball hoop and riding a tricycle. Children develop early literacy skills as they listen to stories, look for their name cards to register their attendance and talk about the initial sounds of words. However, although staff provide opportunities for children to develop their literacy skills inside, the choice of reading materials on offer to the children outside is more limited and not wide ranging. Children develop good mathematical skills because staff plan purposeful activities to support this area of learning. Staff encourage children to count forward and backwards, learn about shape and space, and think about problems involving simple sums and subtraction in lively action rhymes and games.

Children develop their physical skills outdoors, where they benefit from opportunities to run, balance, climb and move freely around the outdoor environment. The area offers large mark-making areas where they can practise writing and role-play situations to develop their imaginative play. Children set themselves challenges, such as balancing on the curvy beam and using the large activity centre. Younger children learn to push along trucks and tricycles, and older children learn to pedal them. They learn about the capacity of water as they fill and empty containers, spray and paint with it and fill the empty drinking water jugs. Children were very interested in their outside environment, sweeping up any mess they made to keep it safe for others. This means children are developing the skills, attitudes and dispositions they need to be ready for their move to school.

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

Children benefit from the warm, welcoming environment. They develop positive relationships with the manager and staff. The effective key-person system means that staff obtain detailed information about children's individual routines, which is particularly beneficial for younger children. All staff interact in a friendly and caring manner, offering cuddles and reassurance to make children feel comfortable and secure. They recognise when younger children are getting tired and settle them down for their morning sleep with their special comforter. Children learn the importance of good manners and having consideration for others. Staff act as positive role models, using appropriate behaviour management strategies to develop children's understanding of how to behave. They talk to children about sharing the toys and taking turns in their play, for example when several

children wanted to throw bean bags in a colour match game. Children showed an understanding as they listened to the clear explanation, and happily waited to let others take a turn and count.

Since the last inspection the management and staff have reflected on their practice and staff implement behaviour management procedures consistently. Children's behaviour is very good. Staff provide a positive role model to them by being kind and considerate and polite to one another. This supports children in understanding the expectations of behaviour well. Staff are calm in their interactions with the children and treat them kindly and warmly. They value children's work and listen to them, praising children effectively which develops their confidence and self-esteem. For example, children were very confident to approach staff and new adults. This helps prepare children emotionally for the next stage of their learning, such as starting school as they have the confidence to speak to adults.

The effective security measures followed by the manager and her staff means no person can enter the premises unauthorised. Staff complete risk assessments daily to help them identify and minimise risks to children. Staff supervise the children at all times, providing gentle reminders to help children learn about keeping themselves and others safe in their play.

Staff ensure children play in a clean and well organised environment which is welcoming and inviting. Good quality toys and resources are stored in clearly labelled boxes with photographs and a written label. As a result, children are able to make their own independent play choices. Additionally, this supports children in developing their early reading skills as they make connections between the printed word and picture. Staff demonstrate a secure understanding of the importance of implementing effective procedures to keep the premises, toys and equipment clean. There are good opportunities for children to interact with all children of different ages and the whole staff team. Younger children can observe what is happening in the rest of the nursery because children are able to move freely between all areas, including the outdoor play area. This supports them well as they move on to the next area of the nursery as they are already confident in their surroundings and with all staff.

Staff support children's understanding of a healthy lifestyle very well. Children wash their hands independently before eating and talk about washing the germs away. They serve their own healthy snacks and meals using serving spoons and easy to use metal tweezers. Fresh water is available for the older children to help themselves to drink and staff offer younger children regular drinks throughout the day. Mealtimes are a social time where children and staff sit around the tables together. Staff are good role models and are supporting children's developing social skills. Children learn to manage their own personal hygiene needs. They know the routine to wash their hands after using the toilet and before eating their food. This helps to develop their understanding of keeping healthy. Staff gain clear information from parents about children's dietary needs, which is shared with all staff to make sure these are followed. Children benefit from being provided with nutritious cooked meals made in the scrupulously clean kitchen.

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

The manager and her team have a secure knowledge of the requirements of the Early Years Foundation Stage. The manager takes responsibility for yearly appraisals for the staff. All staff receive regular supervision to improve teaching skills from the manager which is recorded. The manager takes an active part in directly caring for the children along with her team. Consequently, she is able to identify where staff need support and identifies training in specific areas to develop staff practice further. All staff have completed safeguarding, first-aid and food hygiene training and the manager has completed safer recruitment training to help to protect children's welfare.

There is a robust recruitment and induction procedure implemented for all staff and a procedure for parents who help out at the setting on annual nursery outings. All staff have completed child protection training and are very clear about what to do if they have concerns about a child's well-being. They have thoroughly assessed the risks to which children may be exposed, both in the setting, in the large garden and on the regular outings they undertake locally. They have taken appropriate steps to minimise any hazards and keep children safe. Required accident forms and incident forms are completed by staff and these provide useful information for parents about their children. These support the staff in promoting children's well-being and welfare effectively.

There are effective systems in place to monitor the breadth and quality of the curriculum. This includes the tracking and analysis of children's next steps in learning so that children make good progress, and staff can identify where children might benefit from the support of other professionals. The required progress check for two-year-olds is completed and shared with parents. The manager and her staff are committed to ensuring the nursery provides good quality childcare. There are good systems in place for the review of the provision. This includes using feedback from previous inspections, the local authority early years consultation visits, the views of the parents and audits of practice. They use this information well to identify priorities for improvement and put in place actions to address them. As a result, they demonstrate a strong desire to drive further improvements. Staff are fully involved in the self-evaluation process and parents and children's feedback is welcomed.

All recommendations from the last inspection have been fully implemented. This has resulted in improved professional development of staff, more effective behaviour management for children and the management of daily activities and routines so that children's communication skills are supported effectively. These changes have improved the progress that children make during their time at the nursery and support the development of their confidence and positive self-esteem. Parents speak very highly of the manager and her staff and the care that is given to their children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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 | EY464869 |
| Local authority | North Somerset |
| Inspection number | 962937 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 1 - 5 |
| Total number of places | 29 |
| Number of children on roll | 81 |
| Name of provider | Bognor House Day Nursery Limited |
| Date of previous inspection | 20/11/2013 |
| Telephone number | 01275872706 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

