

Bishy Barnabees Day Nursery

46 South Green, Mattishall, DEREHAM, Norfolk, NR20 3JY

Inspection date	14/01/2015
Previous inspection date	19/11/2008

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 fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk, and they know how to report concerns.
- Partnerships with parents are highly effective as staff are committed to working together with them to ensure continuity of care and learning for children. Parents are kept well informed both by written information and daily verbal communication.
- Children are supported well, to ensure that they are prepared for the next stage in their learning and development, such as moving rooms or moving on to nursery or school. They are helped to develop the necessary skills, which helps them embrace new experiences with confidence.
- The key-person system is implemented very well to ensure that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents.

It is not yet outstanding because

- Staff do not always pay sufficient regard to following children's individual education plans, to ensure that they effectively support children with special educational needs and/or disabilities towards their development targets.
- The policy for the use of mobile phones in the nursery is not consistently applied, to ensure that visitors know they must not take their phone into areas used by children.

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 the playrooms used by the children and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery managers/owners.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to parents.

Inspector

Jacqueline Mason

Full report

Information about the setting

Bishy Barnabees Day Nursery was registered in 2008. It is registered on the Early Years Register and the compulsory part of the Childcare Register and operates from a purpose built premises situated on the same site as a conference and training centre, in Mattishall, Norfolk. There is an enclosed area available for outdoor play. The nursery is privately owned and managed. It serves the local area and is accessible to all children. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round from 8am until 6pm. Children attend for a variety of sessions. There are currently 108 children on roll, of whom 97 are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- focus more closely on ensuring all staff follow children's individual education plans, to ensure that they always support children towards their development targets

- implement the policy for the use of mobile phones in the nursery consistently, to ensure that visitors know they must not take their phone into areas used by children.

Inspection judgements

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

Staff gather useful information from parents when children first start at the nursery. As a result, staff know children's starting points on entry to the nursery and are able to plan for children's continuing progress immediately they start to attend. Staff undertake observations of children as they play and keep a record of these, along with photographic evidence. Observations are evaluated effectively to identify the next steps in children's learning. These are reflected in activity planning to meet the individual development needs of every child. Regular summaries of children's progress are recorded and shared with parents. The progress check for children between the ages of two and three years is carried out and this is shared with parents. Parents are encouraged to remain involved in their children's learning in the nursery and at home. For example, they continue to share what they know about their children, through discussions with their child's key person. Staff keep parents informed about their child's day through verbal feedback and a written diary sheet.

Staff understand how children learn and know the children in their care well. There is a good balance of adult-led and child-initiated activities. Staff recognise the short concentration span of younger children and readily move on to other activities, in response to children's changing interests. They engage well in children's play and the quality of teaching is good, although staff do not always ensure that they follow the individual education plans of children with speech delays. This is because they miss opportunities to extend children's speech and language development through asking questions that give them the stimulus to speak. Despite this, staff do interact well with the children attending. They engage children in conversation and ensure that all children have the opportunity to be included. Staff respond well to the babbles and gestures of babies.

Children apply skills appropriate to their age. Their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future, such as when they move on to school. Younger children explore the environment, secure in the knowledge that a familiar adult is nearby. They play imaginatively, based on their own experiences. For example, they enjoy the role-play kitchen, where they play with adults and pretend to eat sandwiches from the play food. They enjoy looking at books and younger children snuggle in with adults to look at the illustrations together. Older children readily select what they want to play with. They recognise their first name when it is written. They find their own name before sitting for snacks and also recognise the written names of their friends. They persevere with activities of their own choosing and concentrate fully on what they are doing. For example, they link letters to initial sounds when following a simple computer programme. They are able to identify the letter on the screen and suggest words that start with that letter. In the same way, they recognise numerals and confidently count the number of items on the screen. Staff extend children's mathematical awareness during routine times, such as running their finger down the list of children present as children count them. Children use this number to count how many plates and cups they need for snack time.

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

Children are supported very well by their key person, who takes responsibility for developing relationships with children and their families. They find out about children's individual care routines, and continue these to promote continuity of care. Settling-in visits, where children stay for short periods of time before starting full sessions at the nursery, are managed well, and are unique to each child. Those children who do not separate readily from their main carer are supported well by staff as they are distracted into activities that they enjoy. Once children start at the nursery, parents are welcome to telephone for reassurance. Staff provide a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves. This supports them to engage in purposeful play, ensuring that they have a firm base from which to build their growing independence and confidence as they get ready for their move to school. Children are well prepared for the next stage in their learning because transitions within the nursery are good. They are fully supported by their key person as they progress from one room to the next.

Consistent boundaries are in place, to help children know what is expected of them. Staff

remind children about expected practices, such as 'indoors voices' when their voices get a bit loud, and they remind children to be gentle so that they do not hurt others. As a result, children behave well and develop a good awareness of the needs and feelings of others. Children are encouraged to share and take turns with popular resources and staff are good role models. They place meaningful praise on good behaviour and individual efforts, promoting children's self-esteem and confidence. Children benefit from a wide range of play materials to support their learning and development. Playrooms are safe and inviting, to create enabling environments for all ages of children. Toys are stored at low level to enable children to choose what they want to play with, promoting their sense of belonging and independence.

Children are supported to learn to keep themselves safe through everyday routines, such as staff reminding them about the safe use of knives when they are preparing fruit for snack time. Children's dietary needs are met through the provision of healthy meals and snacks. Special dietary needs are discussed with parents, to ensure that any medical or cultural requirements are met. Parents are able to provide a packed lunch for their children if they prefer to do so. Children's good health is supported well. They demonstrate that they manage their own personal hygiene needs relative to their age, such as taking themselves to the toilet and washing their own hands.

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

The nursery premises are secure, to protect children from intruders and prevent children from leaving unsupervised. Risk assessments are carried out, to identify hazards and the steps needed to minimise risks. As a result, children play safely indoors and outside. Staff fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse and know how to report concerns. They are aware of the importance of protecting children from the risks of abuse, with regard to electronic communication. Staff leave their mobile phones in the nursery office but they are not always vigilant about ensuring visitors are aware that they also need to do this. Despite this, risks to children are minimal because visitors are never left alone with children. Robust recruitment and selection are in place, ensuring that adults working with children are suitable to do so. A record is maintained of suitability checks.

Staff are enthusiastic and motivated. They are led by a management team that is committed to providing good quality care and education. An action plan has been identified that is clear and achievable, to support staff to deliver a high quality learning experience for children and the quality of teaching and learning is monitored effectively. All staff are encouraged to reflect on their practice and share good examples through team meetings. For example, they share their learning from training courses, and talk about how their learning can be implemented into the nursery. Regular supervision and appraisal takes place for all staff, to provide them with effective support and coaching. Training needs are identified and staff are encouraged in their professional development. One member of staff is currently working towards completing an early years degree and three staff are working towards a relevant early years qualification at level 3.

Recommendations set at the last inspection have been addressed to a good level. For example, staff have introduced 'from here to there' books to aid communication between different settings that provide care and education for the children. This supports staff in identifying and managing concerns about children's well-being, learning or development and means that children receive the support they need to make the best progress that they can. Staff build exceptionally good relationships with parents. Their partnerships are friendly and trusting. Parents state that they are extremely happy with the care and support given to them. They state that 'it is like having a mother on site' who gives advice and support on parenting issues, such as potty training. Parents state that their children 'love coming to nursery' and they value that staff are friendly, approachable and caring.

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. 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	EY373617
Local authority	Norfolk
Inspection number	858199
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	57
Number of children on roll	108
Name of provider	Bishy Barnabees Day Nursery Limited
Date of previous inspection	19/11/2008
Telephone number	07923529070

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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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