



Bodmin Integrated Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY277852
Inspection date	29 September 2005
Inspector	Linda Janet Chauveau
Setting Address	Berrycoombe CP School, Berrycoombe Vale, Bodmin, Cornwall, PL31 2PH
Telephone number	01208 269 101 01637 875672 (Head Office)
E-mail	hdbodmin@freeuk.com
Registered person	Happy Days Day Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care, Sessional care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bodmin Integrated Neighbourhood Nursery is one of the chain of nurseries operated by Happy Days Day Nurseries Ltd. It opened in 2004 and is situated in Bodmin, Cornwall. It operates from two sites at the Berrycoombe CP School. The day nursery is in a purpose built building within the school grounds. The early years unit operates from a classroom within the main school building. A maximum of 70 children may attend the nursery at any one time. The nursery opens from 07:00 until 19:00 for 51

weeks of the year. All children share access to a secure enclosed outside play area, as well as the school field and playground.

There are currently 79 children from birth to eight years of age on roll. Of these 32 children receive funding for nursery education. The integrated neighbourhood nursery serves the local and surrounding areas.

The nursery employs 11 staff. All staff have early years qualifications to NVQ level 2 or 3. There are 2 staff currently working towards qualification. The setting receives support from the local authority, and Happy Days employ a qualified teacher to support all the settings within the organisation. The setting is a member of the Kernow Association of Day Nurseries (KADN).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children benefit from being cared for by staff who have a very thorough understanding of the nurseries health and hygiene procedures. They follow very good practice when changing nappies and cleaning the playrooms. Children's health is safeguarded by staff who hold current first aid certificates and take note of regularly updated information about children's health and dietary needs. Children are developing independence in self-care skills, for example washing their hands after visiting the toilet and using tissues to wipe runny noses.

Children have good opportunities to learn about keeping healthy through regular exercise. The use of physical play equipment and the enthusiastic participation in outdoor games promotes their physical development. They develop co-ordination as they try to catch beanbags and walk with them balanced on their heads. Children develop small muscle control using a variety of tools such as crayons and brushes and by completing complicated puzzles and construction activities.

Children benefit from a very healthy diet at the nursery. A nutritious hot cooked meal plus a variety of fresh fruit and vegetables are provided every day. Children choose from a selection of freshly prepared fruits, raw vegetables and healthy sandwiches at snack times and learn to pour their own drinks. Staff encourage children to think about the importance of healthy eating and why fresh fruit and vegetables are good for them. Fresh drinking water is readily available throughout the day.

Children aged under three years are kept healthy by staff who work with key age groups. They promote children's good health by ensuring that nappy change and feeding areas are kept clean and by following individual children's daily routines for rest and feeding.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children attending the nursery unit are cared for in a very safe and secure environment. Staff are fully aware of, and rigorously follow, comprehensive procedures, such as daily risk assessments, to keep children safe. Children who attend the early years unit, sited within Berrycoombe School, are not as well protected. They are at risk from unsupervised contact with adults, who have not been vetted by the nursery, when they share the school's toilet facilities. They use the school playground, which is not gated or secure; car drivers can access this area during the day.

Children move safely and confidently through all areas of the nursery. They make their own play choices from the extensive range of well-presented toys and equipment, which meet safety standards. Resources are displayed in accessible storage units so that children can make safe and independent selections. Staff follow a programme to ensure that resources are checked for safety and cleaned on a regular basis. Staff support younger, less mobile, children well. They spend time on floor level with them, monitoring them to ensure that they have safe access to a good variety of age-appropriate resources.

Children are well protected by senior staff, who have a clear understanding of child protection policies and procedures. Staff are made aware of what to do if they have concerns about a child as part of the nurseries induction procedures. As a result, children are well protected and kept safe from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. They achieve well, due to the senior staff's very good understanding of early years guidance such as the Foundation Stage and the Birth to three framework, which are used to plan an effective environment for care and learning. Children use rooms that are warm and child-centred, with colourful examples of their work displayed throughout.

All children arrive at the nursery keen to participate and interested in the activities displayed for them. They settle well and are supported by key staff who are sensitive to their needs. Children spend their time purposefully. They concentrate at their chosen activity and take responsibility for tidying away after themselves. Older children, including those looked after out of school hours, are becoming independent as they choose between a variety of toys and activities that are suitable for their age range. The education curriculum is developmentally appropriate and offers good levels of challenge. Younger children benefit from good staff support; they participate in a planned curriculum that enables them to experience a worthwhile and stimulating range of activities.

Nursery Education.

The quality of teaching and children's learning is good. Children benefit from experiencing a good range of stimulating and interesting planned activities related to their needs. Children are questioning and keen to try new challenges, they are self-assured in their play, confident and motivated.

Children are well behaved, know what is expected of them and follow the nursery routines well. They are developing an awareness of and respect for their own community and other cultures through planned activities. They are learning to look after themselves. They enjoy looking at books and listening to stories in large groups. They are learning to recognise their own name and are becoming aware of the initial sounds of letters. Children are attempting to write their own names and all attempts at letter and word formation are valued and praised. Children are able to access a variety of small tools to develop their handwriting skills.

Children learn about shape and size during adult led activities, such as making triangular shaped hats and looking for different sized wooden blocks to construct a house. Children are able to count up to ten and are starting to recognise some numerals. Staff use daily routines to develop children's awareness of a sense of place and time as they discuss the weather. Children have opportunities to use simple computer programmes. Planned activities enable children to explore and investigate; for example, they smell and taste a variety of fruit and note the changes when lemon juice is put onto apple slices.

Children are able to develop physical skills as they move their bodies in different ways and ride and manoeuvre wheeled toys. They develop their creativity using a variety of media including, paints, dough and wet and dry sand. Children enjoy developing their imaginations in the role-play area where they use chairs to make a car to "go on a trip". They enjoy singing songs and rhymes from memory.

Overall, children make good progress in all areas of learning. Senior management plan a stimulating weekly curriculum, which is clearly linked to the stepping-stones towards the early learning goals. Children are able to receive nursery education in two separate parts of the nursery, depending on parents' choice. The curriculum is the same for both areas and is presented by different staff teams. The presentation of the curriculum differs in these areas depending on the lead practitioner's interpretation of the suggested activity. For instance, some resources presented to children are not always age appropriate and, as a result, children are not interested or engaged in some planned activities. This leads to inconsistencies in children's educational experiences within the nursery.

Each day a good balance of adult led and child-initiated activities is offered. Staff use information provided by parents when children begin to receive nursery education to form developmental records. Weekly attainment targets and files of individual achievements enable staff to record and monitor children's progress. Key staff use this information to plan the next steps in children's learning.

Helping children make a positive contribution

The provision is good.

Children have good relationships with staff and each other. All children are warmly welcomed and fully included, due to the staff's kind and caring response to individual children's needs. Children's behaviour is generally good. Some staff do not take account of younger children's limited attention span when managing large group situations. As a result, some children, if not fully engaged, become bored and

restless. Staff support younger children in sharing and turn taking. They act as calm role models and lead by setting good examples, when they gently encourage children to support and respect each other.

Children have access to a suitable range of resources and planned activities to learn about their local community and the wider world. Staff are fully aware of the procedures to follow in order to support children with additional needs, and would liaise with outside agencies should this be required. The nursery fosters children's spiritual, moral, social and cultural development well.

A good partnership with parents and carers contributes to children's well-being at the nursery. Comprehensive enrolment information and a prospectus for parents covers all operational aspects of the nursery. Parents' views about their child's abilities and interests are sought before they receive funded nursery education. Parents receive information about the education curriculum and suggestions of activities to do at home to promote children's learning through termly curriculum planning sheets. Staff meet with parents at twice yearly reviews to discuss children's progress and achievements. All parents are kept fully informed about their children's time at the nursery through daily verbal feedback given by key staff and by the provision of regular newsletters.

Organisation

The organisation is good.

Children using the nursery building benefit from the staff's ability to provide a well-organised environment. Staff make effective use of time and space throughout the day to enable children to access a balanced range of planned and free choice activities. They have good opportunities to be active and to rest. The use of the early years unit as a separate site for nursery education, is not fully utilised. The unit is well presented and resourced, however, less children attend, as parents only choose this site for their child's nursery education if they hope that their child will attend Berrycoombe School.

Very comprehensive policies and procedures underpin the smooth operation of the nursery. All legally required documentation, which contributes to children's health, safety and well-being is in place and regularly reviewed. A well-qualified staff team is strongly supported by senior staff and management. The nursery manager is responsible for ensuring that adult to child ratios are maintained appropriately, and that staff undergo suitable induction and appraisal procedures to make them fully aware of the operational systems of the nursery.

The leadership and management of the nursery are good. The nursery owner and lead teacher, employed by the nursery, have a clear vision for nursery education within the nursery. They plan a comprehensive curriculum using local authority planning resource documents. The lead teacher provides very strong support to all practitioners within the nursery chain. She observes sessions to offer advice and arranges for staff to visit other nurseries owned by the Happy Days nursery chain, in order to improve their own practice. The nursery also benefits from the support of an advisory teacher, employed to support the neighbourhood nursery initiative, to work

with the group. Both the owner and senior management of the nursery chain are supportive of staff, and act as extremely good role models to motivate staff teams. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last care inspection opportunities for younger children and adults to interact and communicate have improved. Children benefit from close relationships with key staff, who spend time sitting with children on mats and cushions at their level. They enjoy looking at books together and exploring resources such as treasure bags which develop and stimulate younger children's senses. At mealtimes staff hold small babies or sit and support younger children in order to help them learn to feed themselves.

Complaints since the last inspection

There are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that children attending the early years unit are kept safe when using the school playground and toilet facilities

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop and promote the use of the early years unit and the presentation of the planned curriculum to enable all children receiving nursery education to access a consistent learning environment.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk