

# Bristol University Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	106918
<b>Inspection date</b>	25 January 2008
<b>Inspector</b>	Yvonne Campbell
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<b>Registered person</b>	University Nursery Parents Assoc
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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?

Bristol University Day Nursery is run by the University Nursery Parents Association, primarily to provide care for the children of students and staff. The nursery opened in 1989 and is located close to the university buildings in the Kingsdown and Clifton areas. It is based in two adjoining Victorian terraced houses that were converted for their current use. The building is owned and maintained by the university.

The nursery operates all year round, apart from bank holidays and other times when the university is closed. Opening times are Monday to Friday, from 08:30 to 17:30. There are currently 78 children on roll. Of these, 33 children receive funding for Early Years education.

The two base rooms on the ground floor are allocated to babies and children aged under two years, with separate baby and toddler rooms. Children aged between two and five years are based on the first floor, which has three main play rooms. There is a fully enclosed and secure garden for outside play. This is divided into two separate areas, which are used according to children's age.

The nursery employs 17 members of staff who work directly with the children. All staff including the manager hold Level 3 Early Years qualifications. In addition one member of staff is working towards a degree in Early Childhood Studies and a senior member of staff has recently achieved the post graduate qualification of Early Years Professional Status. The nursery receives teacher support from the Early Years Development and Child Care Partnership and has received validation for the Bristol Standard for Early Years Care.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean environment where they are learning to follow good hygiene habits. Older children know that they should wash their hands after using the toilet and wiping their noses. Warm water, liquid soap and disposable towels are accessible to children and they generally carry out this procedure independently. Younger children are supervised by staff as they wash their hands in a bowl. Clean disposable towels are also available. Staff have effective practices which ensures that germs and infection are not passed on to children in the nursery. Tables are cleaned after activities and washable toys used by babies and toddlers are kept clean and wiped down after use with a sterilising solution so that they do not become a source of infection to the vulnerable children.

Children are appropriately excluded from the nursery when they are unwell to prevent the spread of infectious illnesses. Parents are informed when other children are absent with infectious illnesses so that they are aware if their child develops similar symptoms. Prompt attention is given to children in cases of minor injuries which happen during play as all staff have current first aid certificates and are able to treat and comfort children. Two first aid boxes are accessible for use as these are kept in a designated area on both levels of the nursery. However, though reasonably well stocked, there is no regular system in place for checking the boxes and replacing used items.

Nutritious meals and snacks are provided by the nursery and this helps children to develop healthy eating habits from an early age. They have wholesome morning snacks which satisfy their appetites, for example, wholemeal toast and fruit spread. Fresh fruit is also available and children drink milk or water. A varied menu of healthy cooked meals is available to children at lunch times. Meals are ordered by staff from the kitchen of a local authority schools and meet the National School Meals Standards. The week's menu is displayed in the entrance hall for parent's information. Children's individual dietary needs are met well and they do not have food which is harmful to them as information about food allergies and preferences is available to staff. This information is easy to access when serving food to children as it is displayed on both levels of the nursery. There is also a thorough information chart outlining the dietary needs of some older children.

Children use a range of equipment and mobile toys which enables them to develop their physical skills and achieve confidence to try new things. Babies are active and have freedom to move and explore in the spacious based rooms. They pull themselves up into standing positions using a child size rail and practise walking along a side of the room without prompting from adults. Babies show pleasure in using play equipment and they are aware that they can cause movement as they rock their bodies backwards when seated on a padded rocking horse and they create a rhythmic motion.

Older children are excited and invigorated as they play outdoors where the moderate size space is used effectively to offer both physical play and learning experiences. Children explore the large adventurous wooden play structure in the centre of the play area which offers them opportunities to climb and to develop large muscle skills when using steps and a rope net. They also learn to coordinate the movement of their limbs and to balance to cross a bridge. Children show skills of strength, coordination and a sense of direction as they ride tricycles and ride-on cars in an orderly way around the path encircling the wooden play structure. Babies enjoy outdoor play in a separate play area.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children and parents feel relaxed and at home in the nursery where staff have created a homely, stimulating and inspiring environment for care and education. Large displays of children's work and seasonal themes decorate the walls and the stairwell of the main entrance. Children have ownership of the displays and they show their writing skills by tracing over captions under each display. A notice board for parents is also located in the hall and they are encouraged to stay and read the information. There are established systems in place for the safe arrival and collection of children. The nursery has two front entrances. Both doors are kept secured and parents buzz to gain entrance. All visitors are met at the entrance by the manager or the deputy manager and are supervised during their time on the premises.

The available space is used well to create four base areas for children according to their age and also their emotional stage of development. All areas are safe and purposefully furnished in order to meet the needs of children. For example, babies have a spacious play area which is partly covered by carpet and has homely furniture, such as an arm chair and a small sofa with soft furnishing. Children benefit from being in homely surroundings whilst having the space to explore and to take part in messy play. Toddler aged children are based in the adjoining room and the children observe each other separated by a low safety gate. The younger children benefit from this calm environment where they are not at risk from being overwhelmed by older more active children. Babies' individual sleep routines are maintained as the sleep room adjoins the base room and staff make regular checks on sleeping children.

Children have access to a wide variety of toys, equipment and furniture that are suitable and age appropriate as safety is given high priority when purchasing new items. For example, toddlers use comfortable 'snuggle chairs' which ensures that they are in a secure upright position at meal times. Children use toys and play resources that are safe and of good quality as they are purchased from reputable educational suppliers. Staff carry out regular checks to ensure that toys remain in good condition and are not broken or hazardous to children.

The risk of accidental injury or harm to children is minimised through the risks assessment procedure and where risks are identified, control measures are in place to ensure children are kept safe. Risk assessment charts are displayed in the appropriate areas where staff can access the information easily and make any necessary adjustment to the environment or their practice. Children and staff are familiar with the procedure for evacuating the building and practise the emergency evacuation procedure on a regular basis. Staff have clear understanding of the procedure and necessary equipment, such as two large cots for evacuating babies and toddlers, and kept ready for use in designated areas. Evacuation drills are evaluated to ensure that the procedure is effective. Four members of staff are trained fire marshals.

Children's wellbeing is safeguarded and promoted through a thorough knowledge of what constitutes child abuse. Staff have a good understanding of the signs and symptoms of abuse and know that they should record and report any existing injuries and signs of abuse to the manager or the deputy manager who will discuss this with parents. The nursery has a child protection policy which includes making a referral to Children and Young Peoples services if concerns arise. A procedure is also in place for the action to be taken if a member of staff is accused of abuse.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff have regard for the Birth to three matters framework enabling children under three to explore and experiment through a range of well planned activities that are appropriate for their stage of development. For example, babies explore play in a water tray during an activity on the topic of 'Our Senses'. They enjoy splashing the bubbles in the blue coloured water and observe that some of the brightly coloured toys float. Children's language development is supported as staff talk to them throughout their play introducing words, such as splash, wet and tickle.

Toddlers are active learners and they show a strong sense of curiosity as they explore the well prepared and orderly learning environment. They enjoy free play with a range of play resources, such as dressing up clothes where they show their understanding of how different types of clothes are worn and develop skill to make them become independent dressers. They enjoy stories and already have several favourites which they ask staff to read to them. Children are alert to the sights and sounds they hear through the nursery window. On hearing the beeps from a reversing vehicle a child indicates to a member of staff who takes her closer to the window and explains what is happening.

### **Nursery Education**

The quality of teaching and learning is good. Children are confident and outgoing, they are happy as they arrive in the nursery and separate from their parents with ease and some wave goodbye through the upstairs window. They choose the resources they want to play with and feel free to approach adults and ask if they need help and support. Children are passionate about books and visit the comfortable book corner often to look at both factual and story books. They learn from each other as they sit together and talk about the pictures in the books including one about insects. They are extremely attentive when stories are being read and interact appropriately to comment or to predict what happens next. They also enjoy listening to stories on educational videos which as a rule operate for periods of no longer than 10 minutes. A member of staff sits with the children to answer their questions. However, this method of learning is at times interrupted abruptly and children express disappointment as the video player is turned off before the story has ended.

Children use numbers with ease and have access to play resources that support their numeracy and reasoning development. Several number lines, including symbols of the quantity they represent, are displayed in the nursery. Children are beginning to make links to the meaning of single numbers in their everyday lives. For example, identifying the number of how old they are. Children know the names of numbers and can say them in order and they also recognise and call out numbers in a random way as they play with calculators. They also enjoy thinking games and take part in large card dominos where they match symbols of quantity with numbers. Children are learning how two numbers can be joined together to form another number with

a different name. A large number line from one to 100 is displayed. One child also expressed his understanding that the zero figure on the calculator means nothing.

Children have new learning experiences which are extended and skilfully consolidated in several ways. For example, during a demonstration from an animal organisation, children are able to observe and handle small animals including a rat, spiders and snails. They were later inspired to go on a bug hunt in the garden. Children use learning aids, such as magnifying glasses and move with purpose and anticipation to examine the creatures. Later they talk about what they saw in the garden and take turns in making glistening spider webs from runny glue and glitter. They know that the web is a round shape which is also called a circle. Children are also familiar with the use of other equipment, such as the telescope and use this appropriately during free play. Children show a strong interest in using computers. They ask staff to start the machine and complete age-appropriate programmes, following instructions and using the mouse.

Staff have a good understanding of the stepping stones towards the Early Learning Goals and plan appropriate activities and learning experiences to help children make progress in all areas of The Foundation Stage. Weekly adult-led learning plans are displayed and the plan is flexible with a strong emphasis on exploring the child-initiated activities which develop from the main themes. Suitable resources are set out to further develop children's understanding of the learning theme. For example, for the animal and insect theme, children were provided with insect shape cutters on the dough table and several books were added to the book corner about common and exotic insects. Staff observe children and listen to what they say and write observation on stickers to be included in children's records. However, individual learning profiles are not up to date and do not reflect accurately the higher level of progress which many children are making at the present time.

### **Helping children make a positive contribution**

The provision is good.

Children's individual needs are met through ongoing discussions with parents and through the key worker's observations of children. Staff complete an 'All About Me' for each child who is new to the nursery, outlining care issues, such as likes, dislikes and special dietary needs. Staff give daily feedback when children are collected. Children are developing a positive view of difference and take part in activities which promote their understanding of different cultures. For example, during celebrations for Chinese New Year, children enjoy the craft activity of making the dragon's head and they explore the taste and texture of noodles whilst attempting to use chopsticks. Children observe positive images of culture and disability as these are present amongst play resources and poster displays. Children also have access to books and small world figures symbolising people from different racial backgrounds.

Children behave very well as they are purposefully occupied and are eager to learn. They are actively engaged in play and show sensitive social skills when relating to their peers and to adults. For example, three older children playing 'hospitals' are aware of the feeling of others and they discuss and seek approval before making changes in the direction of play. This results in children having smooth transitions between activities and very little displays of conflict. Older children enjoy being helpful and clearing up times are fun with all the children joining in to help the adults to place toys in their allocated storage areas. The adults are good role models enabling children to observe examples of polite behaviour. Staff speak to children in calm pleasant tones and show respect for the children by saying please and thank you when instructing them. Staff show genuine enthusiasm when affirming children's positive behaviour and praise, and encouragement is given often. Younger children have activities which help

them to recognise different emotions and know feeling, such as happy, sad and jealous. They explore emotions through stories and make painting and craft display using colours, such as yellow, red, green and blue to represent emotions.

Children's spiritual, moral, social and cultural development is fostered during activities. They understand right and wrong and encourage others to do the right thing. Children express awe and wonder at the discovery of mini beast in the garden and also the small animals that are brought into the nursery for a presentation. They are gentle when touching mini beast and return them to their habitat.

Staff work closely with parents in order to provide continuity of care for children between home and the nursery. Parents are kept informed about activities as plans are displayed in all base rooms. Feedback is given each day at collection time. Key workers and a manager are also available to discuss any queries. Parents are aware of the policies and procedures as these are set out in the nursery's information booklet. Policies are also displayed in the parents information areas in both entrances. However, the information booklet has not been updated to include recent changes and there are some references to the former regulator. Also, the complaints procedure does not have the present address of the regulator and this may result in a delay in processing any written complaint about childcare.

Partnership with parents is good.

Parents have a clear understanding of the nursery education programme as this is outlined in the information booklet. They also have updates from newsletters, parents evenings and the nursery's web site. Parents state that sufficient information about children's progress is shared with them and they access more detailed information at their leisure via the nursery's web site. Staff share with parents how they can extend children's learning and they are encouraged to share any skills they have to enhance activities in the nursery.

## **Organisation**

The organisation is good.

Children are happy and benefit from the programmes of fun learning activities organised by the well qualified and experienced staff group, many of whom have been in post for several years and have established good relationships with parents through care given to children's older siblings. All members of staff are appropriately qualified holding early years qualification at Level 3. Some staff have continued their professional development by completing courses at degree and post graduate levels. Staff are safe to be in close proximity to children as they have completed Criminal Records checks.

Children have sufficient care and support as the adult to child ratio is maintained at the required level. Sufficient staff are deployed effectively in all base rooms in the nursery, allowing the manager and her deputy to be supernumerary and to give the necessary attention to the administrative tasks and liaise with the university on issues involving the maintenance of the premises. The records of children's attendance are clearly written, up to date and show the times of children's arrival and departure.

Records, policies and procedures which support care practices are generally well developed and are accessible to parents by several methods including well placed notice boards and a nursery web site. However, the complaints procedure for parents does not have the correct address of

the regulator and the information booklet makes reference to the previous regulator who no longer has the statutory responsibility for inspecting day care.

Leadership and management are good.

The nursery has an established leadership structure and both the manager and deputy show a strong commitment to continually improving the quality of care provided to children. The University Nursery Parent Association has regular meetings and their primary role is as a steering committee leaving the manager responsible for the daily operation of the nursery. All staff have their performance monitored and improved through a six monthly appraisal system.

The evaluation of the provision is carried out through ongoing involvement in The Bristol Standard for Daycare quality assurance scheme, this ensures that staff are aware of the strengths and weakness of the setting. Future plans include exploring the feasibility of utilising a soft play room to satisfy the demand for more places for older children and developing a more effective system for recording the observation and assessment of children's learning as they progress towards the Early Learning Goals. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection, the provider agreed to a recommendation to devise a statement of the procedures to be followed in the event of allegations of abuse being made against a member of staff. The provider also agreed to a further recommendation to devise a written statement to be followed in the events of a lost or uncollected child.

The procedures for safeguarding children have now improved as the nursery has further developed the written policy to include the action to be taken if a member of staff is accused of abuse. The organisation of procedures for keeping children safe has also improved as procedures are now in place for the action to be taken in the event of a child being lost or uncollected.

At the last nursery education inspection, the provider agreed to improve and further develop the systems for observation and assessment of children's learning.

A system is now in place to enable staff to observe and record children's progress. However, the current system does not show in sufficient details the progress that children are making along the stepping stones towards the early learning goals. Also, staff are currently exploring the use of a more effective system which meets the components of the new national framework.

### **Complaints since the last inspection**

Since the last inspection, there have been no complaints made to Ofsted which required the provider or Ofsted to take any action in order to meet the national standard. The provider is required to keep a record of complaints made by parents that they can see on request. The complaints log may contain complaints other than those made to Ofsted.

## 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):

- Further improve procedures for promoting children's good health and ensure that procedures are in place for checking and replacing items taken from the first aid box
- Further improve procedures for working with parents and ensure the complaints procedure contains the correct address of the regulator and remove reference of the previous regulator from the information booklet

#### 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):

- Improve teaching and learning and ensure that written observations of progress are regularly updated, inform future plans and accurately reflect children's level of progress also, further develop staff's understanding of skilful intervention which does not disrupt children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)