

Bromley Day Nursery

Inspection report for early years provision

Unique reference number EY286235
Inspection date 25/03/2009
Inspector Silvia Richardson

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Bromley Day Nursery was registered in 2005. It is one of 108 nurseries run by Asquith Court Nurseries Limited. It operates from a three storey building, with double door, ground floor wheelchair access and a ramp from the ground floor pre-school room to the garden area. The nursery is close to public transport links, parks, shops, market and library. The nursery serves families from the local community and surrounding areas. Children are grouped according to their age range, with separate base rooms for babies and toddlers and three classrooms for older toddlers, children aged two to three years and pre-school room for children aged three to five years. There are fully enclosed gardens available for outdoor play.

Bromley Day Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum 94 children in the early years age group. There are currently 149 children on roll, aged from seven months to four and a half years. Children attend on a full time or sessional basis. The nursery opens five days a week, 51 weeks of the year, from 08:00 until 18:00. The nursery supports children with English as an additional language and children with learning difficulties and disabilities.

There are 29 permanent full and part time staff of whom 24 work directly with the children. More than half the staff including the manager have early years qualifications to NVQ levels 2, 3 and 4. Two staff are working towards a level 2 qualification and five staff are working towards a level 5 foundation degree in early years. The setting receives support and training opportunities through Asquith Court Nurseries Limited and from Bromley Early Years Advisors.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy, settled and thriving in the setting, because adults value the uniqueness of each child and establish positive relationships. Children make good progress towards the early learning goals, because adults create stimulating, enabling environments, both inside and outside, conducive to exploration and discovery. Inclusive practices are strong, particularly in the provision of resources for supporting learning difficulties and disabilities, children for whom English is an additional language and for helping children to express feelings. The capacity of the provision to maintain continuous improvement is outstanding, because the setting is led and managed exceptionally well, by highly motivated and committed adults, who continually strive towards the best possible outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- enhance babies learning and development experiences of the wider world and community
- develop effective practice in supporting children to embrace diversity and differences within their classroom setting

The leadership and management of the early years provision

The nursery's senior management team demonstrate much enthusiasm and commitment, in raising standards and bringing about improvements, especially in relation to arrangements for children's individual care and wellbeing. Conscientious evaluation of the provision, particularly for babies and toddlers, is enabling management to ensure those working directly with young children, actively apply the principles of the Early Years Foundation Stage. Key themes promoting good outcomes for children, are strong team work and consistency throughout the setting. Good quality training opportunities and support for room leaders, is steering improved care practices, addressing the individual needs of children. Investment in resources and careful thought and planning to outside play areas, is positively supporting the principle of enabling environments, extending and enhancing children's learning and development experiences.

Partnerships with parents and carers are strong and supported by the provision of good quality written and illustrated information. Key adults ensure parents are well informed on a daily basis, of their children's welfare and progress. Details provided, include personal care and activities children have enjoyed. Throughout the setting, clear written information, pictures and photographs are displayed along side children's activity areas, together with samples of children's art work. These arrangements are supporting parents and carers understanding of the purpose and value of different types of activities across the six areas of learning. Children's profile folders, entitled 'incredible learning journey's', are affording parents and carers much detailed insight, to their children's overall progress. Observations are clearly evaluated with plans for next steps, that include children's interests and link to the early learning goals. The weekly overview provides details of the adults role in supporting children's learning.

Children are safe and protected in the setting, because good measures are in place, including socket covers, gates, barriers and key pad doors. Security arrangements are ensuring children are only collected by known persons. All adults are familiar with emergency evacuation procedures and practise fire drills, so that they and the children know what to do and how to respond effectively. Children are safeguarded should child protection concerns arise, because adults know what to look out for, how to record, report and make a referral to care services if worried. Appropriate policies and procedures are in place, supporting good practice, the efficient management of the setting and promoting children's health and safety. Clear, accurate and timely records are kept, promoting accountability, children's welfare and keeping parents and carers well informed.

The quality and standards of the early years provision

Key workers with babies effectively create a warm, nurturing and stimulating environment, helping babies settle quickly and make good progress. Babies are secure, happy and confident, because adults establish caring bonds and positive relationships, through valuing the uniqueness of each child. Care routines centre around the individual needs of babies and play provision stimulates mobility, excites curiosity and motivates their interest, enabling them to explore and develop well, towards the early learning goals. Babies are taken to play outside in the garden most days, although those attending full-time, have limited opportunities to experience the wider world, such parks and markets, so as to encounter creatures, people and community life, beyond the boundaries of the nursery setting, therefore ensuring there are no gaps in their learning. Toddlers enjoy a wide variety of play and learning experiences and are supported well by caring adults. Play materials are attractively presented and easily accessible, so that toddlers are able to freely explore and make discoveries. The schedule of activities is organised so that there is always something of specific interest to individual children. Adults establish secure relationships with toddlers and ensure care routines flow with the children's needs.

Older toddlers and young children enjoy varied and exciting activities, providing opportunities for them to explore using all their senses. Skilled practitioners actively engage with children, making learning fun and exciting. Adults are highly motivated and enthusiastic, enabling children to sing and dance, and participate in group activities successfully, promoting a real sense of belonging. Strong planning is ensuring children enjoy and achieve well across the six areas of learning. Activities are very well organised and arranged so that children are encouraged to use reference books, enhancing the quality of their learning experiences. Pre-school children enjoy a stimulating, interactive environment with a wealth of excellent resources from which to make choices. The diversity of individuals and communities is valued and respected, through provision of an excellent range of books, stories, play materials and themed activities. These resources are attractively presented and easily accessible to children, although not being fully utilised by them. This is because adults are not proactively supporting children's interest and engaging in lively discussion, to help children embrace diversity and differences. Children's individual learning needs are well supported through good use of tactile play areas, picture exchange cards (PECS) and bi-lingual resources.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.