

# BAE Systems Workplace Nursery

Inspection report for early years provision

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**Unique reference number** 309505  
**Inspection date** 09/07/2009  
**Inspector** Ferroza Saiyed

**Setting address** Rake Lane, Warton, Preston, Lancashire, PR4 1AS

**Telephone number** 01772 855 687

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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 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).

## Description of the setting

British Aerospace [BAE] Systems Workplace Nursery was first established in 1990 and is one of several nurseries managed by Busy Bees Nurseries Limited. The nursery is located at the BAE site in Warton, in the Fylde area. The nursery is single story building. The children's parents are all employees of British Aerospace systems.

The nursery facilities comprise of a baby room with integral food preparation area and changing facilities, with its own outdoor play. There is a large main playroom, a small room for focussed activities, and toilet facilities for children and staff, with utility room, kitchen facility and an office. There is an enclosed outdoor area with both hard and grassed surfaces.

The nursery is registered on the Early Years Register for a total of 30 children from birth to five years. Currently there are 54 children on roll of whom 10 are under two years. Children attend for a variety of sessions throughout the week on a full and part time basis. It operates each weekday from 07.30 to 18.00 for 51 weeks of the year.

The nursery employs 10 staff, of these, seven hold a relevant childcare qualification. The nursery is member of the National Day Nursery Association and support is provided by the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy within the vibrant and very well organised setting, where their uniqueness is recognised and inclusive practice is ensured. Children have a variety of planned and child-initiated opportunities for them to progress in their learning and development. Children's welfare is promoted well, with effective procedures to safeguard children. Most risk assessments are in place, and mainly hygiene practice within the nursery promotes children's welfare. Partnership with parents is strong and their opinions are sought and valued. Reflective practice identifies strengths and areas for improvement. The staff team show enthusiasm in embracing change, which means even better outcomes for children.

## What steps need to be taken to improve provision further?

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

- provide pre school children with challenging opportunities in the outdoor area, such as climbing, and continue to develop opportunities for information communication and technology
- ensure good hygiene practice regarding hand washing is consistently in place to prevent cross infection.

To fully meet the specific requirements of the EYFS, the registered person must:

- make sure each type of outing is risk assessed, and a record of the risk assessment clearly stating when it was carried out, by whom, and date of the review (Documentation).

28/08/2009

## **The leadership and management of the early years provision**

Children benefit from the strong leadership and management of the setting, which is dedicated to offering children meaningful experiences to help them progress towards the early learning goals. Almost all record keeping documents, policies and procedures are well maintained. Robust recruitment, induction and ongoing appraisal procedures ensure children are cared for by suitable adults. Staff are highly experienced and attend courses to develop existing knowledge. The setting has enhanced children's learning, welfare and safety by addressing all the recommendations from the last inspection. Parents now receive information about the setting in various ways such as a welcome pack, verbal and written feedback, communication diaries and regular newsletters. The management have a clear vision for further development and improvement. This is evidenced through effective self-evaluation of the setting, which includes parents and all staff.

Risk assessments are in place and a daily check is carried out of all areas to be accessed by the children. Risk assessments for each type of outing however, have not been completed. This is a breach of the legal requirement. Overall staff promote children's welfare well, hygiene practice to prevent cross infection is not consistently applied for all children, such as hand washing. Staff have a good understanding of the requirements for reporting any child protection concerns, and safeguarding policies are effectively implemented. Inclusive practice is well applied, ensuring that all children feel welcomed, valued and have their individual needs met effectively by informed staff.

The partnership with parents is strong. A particular strength is the two way flow of sharing of information. Parents actively contribute to their child's learning. Staff provide an inclusive and welcoming environment and service to parents and carers. Questionnaires, informative notices and displays strengthen links with parents. Parents are extremely complimentary about the operation of the nursery, expressing a high regard for the staff, the welcoming and secure environment and dedicated service provided. The management team are beginning to develop effective ways of providing continuity between settings which offer Early Years Foundation Stage (EYFS). They have good knowledge of working with other professionals.

## **The quality and standards of the early years provision**

Children are thriving and making good progress, because staff are knowledgeable and skilled in promoting all areas of learning within the EYFS. The staff team have

introduced ways to provide a wealth of experiences through continuous provision. Children's progress can be effectively tracked because starting points are clearly identified and detailed ongoing observations highlight next steps in every area of learning. Activities are planned, which are clearly based on children's individual needs, taking into account children's ages, stages of development and interests. Children's achievements are documented in individual files, which include colourful photographs and examples of their work.

Children initiate their own learning competently as they make choices from the wide range of resources and activities. The learning environment is stimulating and vibrant with displays of children's work, reflecting the wonderful range of opportunities within the setting. Children thoroughly enjoy creative experiences and use their imaginations well through role play as they pretend to go shopping and make tea for their peers and the inspector. Children listen attentively to stories and volunteer to read their favourite book, such as 'In the Dark Dark Wood', screaming with delight when the ghost pops up on the last page. This practice, alongside staff supporting children's learning when required, significantly contributes to promoting children's self-esteem. Children confidently practise their writing skills as they access a range of tools to make marks, using notepads, paper, brushes, pens, and pencils to write their own name and draw. They are developing an understanding of calculation for example, they understand how many more bears are needed to make ten and they know the day, the months and the date, when completing the calendar.

Babies and toddlers enjoy abundant sensory experiences, such as playing with treasure baskets, coloured bottles and textured materials. They have great fun as they enjoy exploring the paint and glitter to make hand and foot prints. Staff are exceptionally proactive in their interactions with children, but also skilfully step back when they recognise that children need space for self-discovery and contemplation. Staff repeat words back to the children to enhance their vocabulary. Toddlers enjoy vocalising as the staff initiates conversation and reinforces their attempt to speak.

Children freely access and relish outdoor play. They enjoy practising their skills, with most children being competent, skilful and in control of their bikes stopping, starting and changing direction. However, there are insufficient opportunities for pre school children to access large apparatus to develop their large motor skills. Children show a good sense of space and bodily awareness, they know they need to wear their jumper because 'it is very windy today', as one child informed the inspector. They practise their fine motor skills as they readily use scissors and small tools with confidence and skill, to increase their hand-eye coordination.

Children's knowledge about personal safety is encouraged by gentle reminders to pick up the toys so they do not trip, and help to tidy up. Road safety activities and regular fire drills enhance their understanding of staying safe. Children learn about good etiquettes and social manners, as they sit at meal times and serve themselves with confidence. Staff have very good understanding of behaviour management techniques and give regular praise and encouragement to promote positive behaviour. There is a good range of resources, pictures and books which reflect positive images of diversity, which helps children learn to respect others.

Children are developing many skills that will contribute to their future economic well-being, however, there are limited resources for pre school children to fully develop their skill in information communication and technology.

## 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

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

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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