



BAE Systems Workplace Nursery

Inspection report for early years provision

Unique Reference Number	309505
Inspection date	24 May 2006
Inspector	Joan, Patricia Flowers
Setting Address	Rake Lane, Warton, Preston, Lancashire, PR4 1AS
Telephone number	01772 855 687
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Registered person	Busy Bees Nurseries Ltd
Type of inspection	Integrated
Type of care	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

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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?

British Aerospace Systems [BAE] Workplace Nursery was established in 1990. Re-registration was undertaken in July 2002 when ownership was transferred to Busy Bees Nurseries Limited. The nursery is located at the BAE site in Warton, near Preston in Lancashire and operates from a purpose built detached single storey building. The current parent's of the children who attend the nursery are all employees of BAE. The nursery is open between 07:30 and 18:00 Monday to Friday

throughout the year with the exception of Christmas week and all Public and Bank holidays.

There is a team of eight childcare practitioners employed, headed by a manager and a deputy manager. Seven of these staff hold relevant childcare qualifications. The nursery is registered to provide places for up to 32 children under five years, and additionally offers free nursery education places for three and four-year-old children. Children aged under two years are cared for in a separate area within the setting. Enclosed outdoor play facilities are provided on site and meals and snacks are prepared freshly each day by the cook.

There are 33 children on roll of whom 13 are in receipt of nursery education funding.

The setting is a member of the National Day Nursery Association and support and guidance is obtained from the Local Authority Sure Start development and teacher team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Careful consideration is given to providing a wide range of experiences so that all children enjoy fresh air and good physical exercise daily. They are given opportunities to play outside in the well laid out play garden and also visit a nearby sister nursery where older, more physically able children can extend their skills further using more challenging apparatus available at this site. Children aged under two years enjoy playing outside in the specially designed outdoor play area where they can practise their developing mobility skills safely. Many indoor activities are taken outside in fine weather with care taken by practitioners to protect children from the harmful effects of the sun by using hats and sun cream applied appropriately. Children's bodily awareness, coordination and muscle development is encouraged through running, climbing, sliding, balancing and cycling, both indoors and outside, using various small and large resources. This helps children develop their enjoyment of exercise and so promotes their physical good health.

Children are actively learning to be healthy as they follow suitable procedures and practices, which are effectively implemented by practitioners which meet their health, nutritional and physical needs. They can sleep and rest according to their individual needs. Children are fully encouraged to be independent in their personal care as part of their daily routine. They understand the importance of clean hands after visiting the toilet and before eating, therefore limiting the chances for the spread of infection. The majority of practitioners have up-to-date knowledge of first aid so that appropriate responses to accidents would be made in the event of any accidents occurring to children.

Children enjoy meals and snacks from a nutritious and well planned organic menu. Daily fresh fruit as either a snack or for desert after lunch is enjoyed by children. All

the main food groups are incorporated into the meals and snacks provided so as to ensure that children have a balanced and nutritious selection of healthy food to eat. Toddlers aged two years took part in fruit tasting activities to widen their experiences of common fruits such as bananas, oranges, apples and strawberries. A publication called, 'Life Book - Practical Nutritional Guide for Pre-school Children' is being introduced to parents, and the nursery is also following the principles set out in this guide. Children as result benefit from this healthy approach to maintaining their nutritional health now and for the future. Healthy eating as well as children's learning is reinforced by posters displayed illustrating healthy foods. Children have regular opportunities to enjoy a drink of water and can also access their own cups which have their photograph on for the two year olds. Older children can pour themselves a drink from the jug of water always available in their group area and serve themselves and each other at lunch time at the table. In this way children's independence and well-being are promoted very well. Individual children's dietary needs are met extremely well with the children themselves well attuned to each other needs. This was demonstrated effectively when one four year old reminded his key worker that his friend could not have bolognaise because there was meat in it. There is a secure system in place to ensure all practitioners are aware of specific information for every child ensuring that only foods allowed are provided. This gives reassurance to parents and maintains children's health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Practitioners are most competent in providing children with a substantial range of safe and developmentally appropriate resources, thus ensuring that children are progressing in all areas of their development. Furniture and equipment is of a high standard and facilitates ease of access for all children. This promotes their independence and choice. There is a comprehensive risk assessment carried out periodically with daily safety checks completed and recorded so that children's safety is always assured. Excellent systems are in place to maintain the premises safely. Children partake in periodic emergency evacuation drills, thereby encouraging their understanding of how to keep themselves and others safe.

Children are warmly welcomed into a bright, visually stimulating and well maintained environment in which they are safe and secure. Children's art work and photographs are displayed along with meaningful notices and sources of information for parents. They are collected by persons only known to the staff or by prior arrangement, thus safety is assured. The premises are suitable for their purpose because they are effectively organised and good use is made of space, so that children can move freely around the setting and can have a sense of belonging. Practitioners fully understand and implement total supervision of children, thus ensuring that safety is not compromised.

Children's safety and welfare is further safeguarded should there be any concerns of abuse as staff clearly understand their responsibilities for recording and reporting any child protection issues to the appropriate authorities. The majority of practitioners have attended child protection awareness training and all are aware of the setting's

child protection policy enabling children's safety and well-being under such circumstances.

Helping children achieve well and enjoy what they do

The provision is good.

There are plentiful examples of art work completed by children on display, which acknowledges and values their achievements and promotes their self esteem very well. Young children are learning to form good relationships with one another and with the adults who care for them. They learn about each other's differences and similarities and become actively involved when working in groups, such as at self registration time or when taking part in the food tasting session. Practitioners sensitively support children in activities, helping when required and allowing them time and space for self initiated and planned activities indoors and outside. This informed approach by practitioners helps children to make progress, develop well and enjoy their time in the setting.

Children experience and benefit from an extensive range of play opportunities to promote their all round development and learning. They enjoy and achieve because practitioners provide a wide and interesting range of play and learning opportunities that suit all age ranges. Practitioners working with the under 3's have, and are continuing to develop, an understanding about the Birth to three matters framework. Planning linked to the different aspects of this framework contributes to effective practice so children's all round early development is promoted in preparation for the next steps in their learning. Older, more mobile babies confidently explore their environment as their physical abilities increase. The key worker system effectively ensures consistency in the way each child's ongoing care and assessment is delivered and monitored. Children as a result are settled and happy, and are enjoying close relationships with the adults who care for them according to each child's individual needs.

Nursery education

The quality of teaching and learning is good. Practitioners working with older pre-school children have a secure knowledge of the Curriculum guidance for the foundation stage. Children therefore make good progress in all areas of learning. The sessions are inventive and are balanced successfully between adult focussed and self initiated activities. Children are motivated to learn and are willing to participate in small group sessions as well as individual tasks. Planning is strong and practitioners work well with the guidance to help children progress along the stepping stones towards achieving the early learning goals at the end of the reception year in school.

Social skills are developing well and children demonstrate kindness and good manners, such as when helping to pour the drinks at lunch time and when they willingly wait to take their turn on the outdoor play equipment. They are forming secure relationships with adults and their peers and are confident when speaking in group situations as they eagerly offer answers to questions posed about how many children are in the line. Older children also enjoy the written word in books and become fully engaged in reading and enjoying books on their own, sometimes 'reading' with a

friend quietly as they point to the pictures and discuss the story. Children can access resources for making marks for a purpose, such as writing a letter or making a shopping list. There are examples of letters and words used as labels and for reading within the environment which children use in their everyday play situations. Children recognise their name when they self register at register time and older children can sound out the letters in their names with confidence. Most children can count confidently to 10 and can recognise and write numerals for a purpose in their spontaneous play. They use their fingers when counting during the number rhymes and count out the elephants as they sort and sequence them in an activity. This promotes children's interest in number and develops their understanding of the importance of calculation in everyday situations, such as when setting the table for lunch with the correct number of placemats, cups and knives and forks. Children see examples of words, letters, numerals and shapes within their immediate environment, with many displayed at child height so they can see them easily and use them in play situations.

Children make sense of the world around them in imaginative and creative play and learn with interest about celebrations and customs and the beliefs of others. They are introduced to other customs and beliefs through planned activities to celebrate festivals like Divali. Children's knowledge and understanding of the world is enhanced through topics, such as 'The World', as they consider different aspects such as weather, clothing and wild animals, for example. Children benefit also from learning about their own locality by visiting the park and the nearby sister nursery. They explore and learn about the life cycle of a frog as they see this demonstrated in real life from frog spawn presented in a tank for them to observe. Children are interested to observe this change process, using a magnifying glass to observe the tadpole's development over several weeks. The learning environment offers opportunities for children to develop their interest in the wider world as well as their immediate community but does not provide access to information and communication technology resources or programmable toys often enough.

Children are developing good spatial awareness skills when they use construction toys to design and make models using building bricks and construction toys. There are however limited opportunities for children to construct their own inventions using a range of tools and materials such as boxes, tubes and other re-cycled items. They are enthusiastic in joining in songs and know most of the words. They are learning about their bodies through regular music and movement sessions. They can successfully negotiate space, avoid obstacles and follow pathways well within the setting and can confidently use outdoor play resources with high levels of skill. Opportunities for more able children to climb and develop their gross motor skills are provided for well as they access activities provided on the near by park and at the sister nursery. They are learning to use small equipment and tools, such as scissors, paint brushes, rollers and musical instruments, as they become competent in finer muscle movements and can skilfully control the jug of water as they pour themselves a drink. Children are, however, given insufficient opportunities to construct for their own purpose using a range of tools and materials.

Practitioners make links between the observations and assessments they carry out so they can plan for extending children's various abilities as they move along the stepping stones. For example, learning outcomes are identified and recorded when

they are met. In this way children's individual learning needs are accommodated very well. All children experience warm and caring relationships with their key worker and each other. This supports their play, learning and enjoyment of the setting very well and ensures that their individual needs are met as a result.

Helping children make a positive contribution

The provision is good.

Children are confident and their self-esteem is promoted effectively by practitioners who help children to feel good about themselves, encouraging them to contribute positively to their nursery community. They thrive on the close relationships with their key workers and know that they will have their contributions valued as they eagerly share their art work or talk about where they have been on holiday. Their decision making is actively encouraged as they make choices in their play and are encouraged to contribute at story and registration times thus promoting their confidence and self-esteem as they learn to take turns. Children learn about difference by having access to a variety of play resources, images displayed and books as well as taking part in planned activities and celebrations. In these ways they develop their awareness of and understanding about other people's differences and similarities.

Children show good care and concern for one another. They understand what friendship means and how they can support each other as staff guide their interactions. For example pre-school children help each other when sharing tasks such as helping to set the table for lunch. They behave very well and imitate good role modelling from practitioners who frequently praise children and support them as they come to learn about how their behaviour may affect others. Children chat socially together and discuss and laugh out loud as they gather together at lunch and snack times. Children relax at sleep and rest times as they listen to quiet classical music. These experiences are effective in fostering children's spiritual, moral, social and cultural development well.

Children settle well into the nursery as practitioners ensure that they have detailed information from parents/carers about each child. They take time to discuss all aspects of nursery life with them from the outset. Staff share information about the setting and explain all elements in detail. A parents committee has been introduced which promotes partnership but access to the operational plan and the policy document is not made readily available. For all children the key workers communicate with parents daily both verbally and through a daily written record sheet. Parents of children receiving nursery education can look at their own children's development records at any time and are given regular opportunities to formally discuss their child's progress. Children thus benefit from this informed partnership which supports continued learning at home. Children are supported well as they settle into the setting enabled by the good partnership forged between parents and child care staff. Children's activities and learning experiences are shared with parents through regular newsletters and individual reports on progress, monthly open events and at the daily handovers. Children love to take their work home each day to share with their family members. They take Edward T bear home to share in home life,

giving the children the chance to tell everyone what he has got up to such as going to the hairdresser or the park. As a result, children's confidence and self-esteem is boosted as they share their stories with their group at circle time.

Organisation

The organisation is good.

Practitioners work well together as a team; they organise the environment effectively. Practitioners plan a variety of activities both indoors and outside, which children find fun and exciting. Children are therefore eager to attend and settle well into their play. Practitioners ensure that children are supervised effectively giving them opportunities to explore the various activity areas. The staff team are aware of their roles and responsibilities, which contribute to the smooth running of the setting, and work hard at getting to know all the children so all their individual needs, can be met effectively.

Documentation is organised and reviewed. The operational plan is detailed and made known to parents at enrolment along with the setting's policies and procedures. Precise attention is paid at every session to the maintaining of the attendance register and the monitoring of children's movements within the nursery. As a result, children's care and well being is very effectively maintained.

The leadership and management of the setting are good. There is on going monitoring by senior staff of the delivery of the Foundation Stage to three and four-year old children. The organisations of some areas of the curriculum are to be reviewed so that children can gain maximum benefit in their learning. Strategies are in place to continuously develop practitioner's knowledge of the stepping stones and the early learning goals to further promote children's individual progress and to reach their full potential.

Regular staff meetings, both formal and informal, are held to build a motivated team. This has a positive effect on the quality of care the children receive. A training needs analysis identifies areas for individual practitioner's development, taking into account the skill base as a whole and across all age ranges. Training relating to the Birth to three matters framework and also other relevant child care areas, including health and safety, are attended by practitioners. Children thus benefit from care staff who are motivated to extend their professional development so that the care and learning experiences they deliver to children are enriched.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection of day care carried out in January 2004 the registered provider agreed to address the following action and two recommendations: to ensure that all medication records are completed and signed by parents; to develop the operation plan showing how staff deployment and training best meets the needs of the children attending; and to encourage and develop children's learning needs through play.

During the intervening period these areas have been addressed. The medication record forms have been re-designed and there is a robust system employed to record all administration instances which parents now provide written consent and final signatures for in every case. The operational plan has been up-dated, providing details of staff, their deployment and existing and on-going training together with daily planning procedures to ensure children's individual learning and care needs can be met. These changes have improved the way the provider adheres to requirements of registration; they have expanded the experiences provided for all children through play and partnership with parents is enhanced.

During November 2004, a nursery education inspection took place and a number of key issues were highlighted for improvement. These were in relation to the following: the way assessment and planning is organised to help children make progress towards the early learning goals together with improved parental involvement in this process; and improvement in two curriculum areas including Communication, Language and Literacy and Physical Development.

Progress has been made to address these key issues during the intervening period by strengthening the system of assessment and planning for children's educational progress. Parents have regular access to their own child's development and assessment records both formally and informally, and are invited to contribute to the assessment process in partnership with practitioners. Children are given improved access to books within their base room area and they have daily opportunities to practice their pedalling, balancing, climbing, throwing and catching skills. Therefore, children's individual learning and development needs have been improved.

Complaints since the last inspection

There are no complaints to report since 1st April 2004.

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.

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On the basis of the evidence collected on this inspection:

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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):

- make the operational plan and the policy document easily accessible to parents and carers.

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):

- provide opportunities for children to use information technology in planned and spontaneous play and learning activities and to construct using a range of tools and materials for their own purpose.

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