

Barnies Day Nursery

Inspection report for early years provision

Unique Reference Number	127004
Inspection date	02 May 2007
Inspector	Vanessa Wood
Setting Address	Bell 5, The Hop Farm Country Park, Beltring, Paddock Wood, Kent, TN12 6PY
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Registered person	Ann Windsor
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

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?

Barnies Day Nursery and Out of School Club has been registered since 1999. It is situated in the grounds of the Hop Farm Country Park near Paddock Wood. The nursery operates from one room on the ground floor and one large open plan area on the first floor, which is divided into different activity areas. There is a large, secure outdoor play area available to all children. The nursery is open five days a week all year from 08:00 until 18:00.

The nursery is registered to care for 50 children at any one time and there are currently 63 children aged from three months to under eight years on roll. Of these 26 children receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities, although none currently attend.

The nursery employs 13 members of staff who work with the children. Over half the staff hold early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a good range of outdoor physical activities that contribute to a healthy lifestyle. They have access to a large outdoor play area with swings and climbing equipment and many sit and ride toys. They develop skills of catching and throwing and develop self confidence as they take part in running games such as What's the Time Mr Wolf. Children learn the importance of good personal hygiene through well organised daily routines. They understand the importance of washing their hands when they come in from the outdoors and before meals and staff provide appropriate equipment such as liquid soap and paper towels to help prevent the spread of infection. Most practitioners hold current first aid certificates and can care for children in an emergency. Children benefit from a healthy diet. They enjoy a healthy lunch which is cooked on the premises and are able to ask staff for extra helpings if needed. Snacks are nutritious and are usually of fruit with water or fruit juice to drink. Children learn about the importance of healthy foods through topic work which also includes discussions about cleaning teeth and general health.

Young children develop warm relationship with staff who are responsive to their needs. Babies are learning to express feeling and needs verbally and non-verbally through smiles and gestures and staff understand when they feel tired , hungry or frustrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, safe environment. They can move around safely and freely to independently access available resources from tables, trays and boxes at children's height. Tables and chairs are of appropriate size so that children can sit and work in comfort. Babies and toddlers are given space to allow them to crawl and there is some furniture in place to enable them to be able to pull themselves up and move around the room. There are good procedures in place to keep children safe during arrival and departure times. Children benefit from a good range of safety measures, for example, socket covers, safety gates to prevent children accessing inappropriate areas and a secure outdoor play area. They develop a good awareness of safety through practising the fire drill every week which staff manage in a sensitive and competent manner. Staff increase children's awareness of everyday safety in the nursery by reminding them to hold hands and not to run as they walk from the main building to the outdoor area. Children are well protected from possible abuse or neglect. Staff have attended training and show a good understanding of the procedure to follow should they have any concerns. A comprehensive policy on child protection is in place.

Helping children achieve well and enjoy what they do

The provision is good.

Staff are using the Birth to three matters framework to ensure activities for children under three are appropriate. Plans are loosely based on the general topic or theme for the nursery and adapted by key workers to meet the needs of younger children. Assessments are based on the aspects for the Birth to three matters framework to show how young children are progressing along this framework. There are times during the day when children of all ages enjoy coming together for 'family' times when they take part in singing, story times and general free play. These group times are managed well with a high ratio of staff to children and this enables

younger children to learn from the older children. Children relate well to staff and to each other. They confidently approach staff for support indicating good trusting relationships are built. All children are able to choose activities from a range of easily accessible resources and they spend time concentrating on self-chosen activities. Staff talk to children about what they are doing, encouraging their use of language.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge of the curriculum guidance for the Foundation Stage. Staff know the children well because most children start as babies at the nursery and their development has been recorded from an early age. These records are used to inform future plans to enable staff to build on children's interests and their achievements. Weekly activity sheets show how the curriculum is covered although the learning objective does not clearly relate to the stepping stones. The evaluation of activities often centres upon what children enjoy rather than what they learn.

Children are very independent, motivated and enjoy new challenges. They choose resources to use that interest them and concentrate well on self chosen activities. They are learning to play co-operatively, sharing and taking turns, for example, when using equipment such as the computer. Children are making good progress in communication, language and literacy and mathematics and staff enhance their understanding through daily routines. For example, at snack time several children are chosen to be table monitors. They count how many children are sitting at their table and then write their name on the white board and the number of children on their table. The children are then responsible for collecting the cups and handing out the snack. This promotes children's self-esteem and confidence. Children speak clearly and confidently and listen attentively to stories and contribute enthusiastically. They recognise their own names and are able to link sounds and letters of the alphabet to words. Children understand that print carries meaning and many older children can write their own names. Children are able to compare size, height and identify the shapes. Number songs are used effectively to introduce the concept of addition and subtraction. For example, singing five current buns, using children as buns with several children having money to buy a 'bun' from the shopkeeper.

Planned projects introduce children to people from around the world when children look at the food, costume and culture of several countries such as India, Africa and China. Children learn about the natural world and staff have introduced many natural objects such as pine cones and shells. Fine manipulative skills are developing as children display dexterity when using the mouse on the computer. They handle tools such as scissors and materials in safety with increasing control. Children enthusiastically take part in regular music and singing activities. They have the opportunity to use their imagination in role-play and be creative during 'family' times when they access the main room with children of all ages. Good use is made of the large outdoor play area for physical activities, but plans do not show how this area can be used to extend learning outside.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals by staff who know them well. They develop a positive attitude to others and gain a good understanding about the wider world and community through topic work and celebrating festivals from other countries. Children have access to a range of resources which show positive images that reflect the cultural diversity of the world. The individual needs

of all children who attend are well met. The nursery has effective arrangements to care for children with learning difficulties and/or disability although none currently attend. Children behave well. They begin to understand right from wrong through consistent boundaries, praise and the age appropriate methods staff use to manage behaviour, such as the club rules for the out of school club and the use of a rewards system for younger children. Staff explain to children why behaviour is not acceptable and encourage children to share and take turns when playing. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents receive good quality information about the nursery and the education programme through the prospectus, regular news letters about the topic being covered for the month, policy statements and yearly events to inform parents about the curriculum for the Foundation Stage. Parents of younger children receive daily information through the day books which staff complete and give to parents when they collect children. Parents are able to access written records about their children at any time and staff are available for informal and formal discussions if a parent wishes to talk about their child's progress. New parents are invited to complete questionnaires to help staff monitor the quality of service at the nursery. A good complaints policy is in place but this does not show the correct address should a parent wish to take a complaint further.

Organisation

The organisation is good.

Induction training, policies and procedures are in place and work well in practice to ensure children are kept healthy and safeguard their welfare. The effective organisation means that staff are deployed well, allowing children to receive appropriate adult attention. Staff are enthusiastic and committed to providing a positive experience for children and the generous staffing levels ensure children build effective relationships and develop a positive approach to the learning experiences provided.

Leadership and management are good. Staff have a good awareness of the curriculum for the Foundation Stage and apply this in practice to support children's development. Staff work well together and form a strong unit which is supported well by the management team. Staff are encouraged to undertake further training to update and increase skills in teaching and the delivery of the curriculum. All staff working in the pre-school room meet regularly to plan the curriculum for the nursery. This supports children's learning and allows the opportunity for them to develop their potential.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

There are four recommendations from the last care inspection:- To develop staff's knowledge and understanding of child protection issues and to ensure the complaints policy is comprehensive. Also to ensure parents countersign any records of administration of medication to children and to request permission from parents to seek emergency medical advice or treatment.

These recommendations have been met. Staff have undertaken training on child protection issues and continue to access training to update their knowledge. The complaints policy contains the correct information, although the Ofsted address is incorrect. The medicine book complies

with regulation and the provider has written permission from parents to seek medical advice or treatment in an emergency.

Following the education inspection there are two recommendations:- To expand the programme for creative development to include regular opportunities for role-play, painting and collage work. To make better use of regular observations and assessments to ensure planning includes appropriate challenges for older or more able children.

The nursery has made good progress by ensuring children of all ages have access to role-play, painting and collage work in the main room when children come together for group 'family' time. Assessments are in place and are constantly being reviewed to ensure thorough assessments are made on children's progress so that staff can plan for the next steps in their development.

Complaints since the last inspection

Since April 2004, Ofsted received one complaint which required the provider to take action to meet the National Standards. The complaint related to National Standard 7: Health. The provider omitted to report a serious incident that happened at the nursery to Ofsted. The provider took steps to meet the action and remains qualified for registration.

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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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 the correct address for Ofsted appears on the complaints policy

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):

- ensure weekly activity sheets clearly show the learning objective against the stepping stones and are evaluated to indicate the learning outcome
- develop education plans to show how the outdoor area can be used to incorporate the six areas of 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