

ABC 123 Day Care @ Bognor House

Inspection report for early years provision

Unique reference number EY357983
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Inspector Phillipa Wallis

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Type of setting Childcare - Non-Domestic

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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).

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.

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Description of the setting

ABC 123 Day Care @ Bognor House registered in 2007. The nursery occupies the ground floor of a large Victorian property in Clevedon, North Somerset. There are three playrooms, a conservatory and associated facilities. There are two enclosed outside areas. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is registered on the Early Years Register to care for 29 children aged between two and the end of the early years age range, at any one time. There are currently 49 children on roll, all of whom are in the early years age group; this number includes children learning English as an additional language. The nursery opens weekdays from 8am to 6pm and closes during the Christmas holidays. The nursery is in receipt of early years funding for children who are three- and four-years-old. There are eight members of staff who work with the children. All hold appropriate qualifications in childcare, including the manager who is qualified to degree level.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's knowledge and awareness of children's individual needs enables them to support children's welfare and development well overall and as a result children make good progress. The nursery provides a safe, secure environment where children settle well, form excellent relationships and become confident learners making significant progress in learning about healthy lifestyles. Children play in a welcoming environment, which has a generally wide range of resources and activities to which they have good access. Staff regularly reflect on their practice and take account of outside professionals' views to improve practice, which enhances the quality of children's care and early education. Staff demonstrate a positive attitude and ability towards providing continuous improvement and are committed to delivering a high quality service under enthusiastic leadership.

What steps need to be taken to improve provision further?

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

- develop the outdoor area further, so that it is resourced to cover all required areas of children's learning and better supports those children who prefer to play outside.

The effectiveness of leadership and management of the early years provision

Staff implement clear and comprehensive policies that are in place to support them in maintaining a secure environment to keep children safe. For example, they regularly assess risk associated with activities within the nursery and when they take children on outings. Well developed recruitment, induction and appraisal processes are in place to ascertain the suitability of all adults to work with the children. Staff are very clear about procedures to follow in the event of any concerns and give strong emphasis to prioritising children's individual welfare needs.

Staff work well together, to plan and offer a good range of resources and activities, overall. The staff team create a warm, welcoming environment that offers activities which encourage children to take part, enabling them to make their own choices. Boys and girls have equal access to all resources, including dressing up clothes. Staff are deployed well to offer children good support as and when they need it. Parents are kept well informed about their children's achievements. They have regular opportunities to meet with their child's key person to discuss their welfare and learning, as well as having informal daily conversations. Parents are encouraged to share what they know about their children when they start at the nursery. This partnership continues as they share their children's achievements at home with nursery staff, by using 'wow' star stickers. The children's learning and achievement are recorded regularly in their learning record books. There is a good balance between adult-led activities and those that children choose for themselves. Children enthusiastically engage in all that is on offer and are able to choose between the indoor and outdoor play areas, particularly during fine weather. Staff deploy themselves effectively to support all children's play, helping to extend their learning and development well, including those learning English as an additional language.

The staff know the children well and generally pay excellent attention to meeting their individual needs. The staff incorporate a range of activities in their planning and help children develop their awareness of cultural diversity, particularly in the nursery community. There are good partnerships with parents and other professionals which have a very positive impact on children's welfare, learning and development. In addition, there are also good working arrangements with a local pre-school, which is linked to the primary school that many children attend after leaving nursery. This link promotes children's well-being as it helps them make a smooth transition to school.

Energetic and extremely strong leadership from a relatively new manager motivates the cheerful staff team to implement positive changes, with a clear ethos driving improvement. Parents' views are now sought through scaled questionnaires and children's preferences are taken into account when considering new resources. Staff evaluate their practice regularly, doing so successfully overall. Staff attend regular training to improve outcomes for children

The quality and standards of the early years provision and outcomes for children

Children have an excellent awareness of developing healthy lifestyles. They regularly choose to exercise themselves and enjoy playing outside in all conditions. The outside play area is where they enjoy using the climbing and slide equipment, tyres and play house, although all required areas of learning are not fully addressed in this area; this oversight disadvantages those children who prefer to play outdoors. Children happily wipe water from the play equipment after heavy rain to keep themselves dry and safe on the play equipment. They relish playing outdoors in the fresh air and enjoy the opportunity to make the most of the space as they ride their wheeled toys.

Children learn which foods are good for them and enjoy healthy meals and snacks through the day. They have a great awareness of hygiene routines and independently wash their hands before they eat, help themselves to fruit at snack time and pour their own drinks. Extremely well developed hygiene routines are evident to keep children safe and healthy. Children are very confident and secure in the relationships they develop with the adults caring for them.

Children develop friendships with each other at the nursery, often choosing to play together in small groups. They are also sensitive to the needs of others and invite them to join their games. Their behaviour is good and they demonstrate a good understanding of how to play harmoniously by sharing and taking turns. They engage in activities to support celebrations and traditions, also learn to sing 'hello' in different languages.

Each child has a key person who supports them well in settling in. This staff member keeps observations on development and shares children's progress with parents to enable them to support their children's learning at home. The children are able to freely choose which activities they wish to participate in and to also make their own choice of resources to follow their individual interests. Children are happy, secure and supervised well at all times whilst being able to play independently and safely. They have a very well organised, welcoming and interesting indoor environment in which to play, with easy access to the outside play area.

Children have excellent relationships with staff and each other. Staff have good quality interactions with the children. Planned and spontaneous play opportunities are used effectively by staff to promote children's learning about the world. Cooking activities help children learn about healthy eating and how things change, while an impromptu chat about the weather and hail stones, results in discussion on the use of the internet to find out the forecast.

All children join in with circle time and group song time. Children participate enthusiastically in song time, when they enjoy singing familiar songs and learning new ones. Staff promote and support children's development, learning, independence and confidence effectively. Clear records of children's progress enable staff to monitor the effectiveness of their planning and practice, along with

individual children's progress. Children are learning to take turns and share the resources extremely well. They manage this with sensitive support from staff and through the use of sand timers, developing good levels of self assurance and problem solving skills. Children show the ability to get on together, regardless of background. Staff learn words in children's home languages, so all children can contribute fully and equally to nursery life.

Children are developing useful skills for the future through access to information and communication technology equipment. Children's own self-esteem and sense of value is promoted through staff celebrating 'Wow' moments, where children share their recent achievements from home.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 2 |

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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