

Ambourne House Day Nursery

Inspection report for early years provision

Unique reference number EY338979
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Inspector Valerie Fane

Setting address Ambourne House Day Nursery, 233 Gloucester Road,
Patchway, BRISTOL, BS34 6ND

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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).

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

Ambourne House Day Nursery is privately owned and was registered under new ownership in 2006. The nursery operates from a converted detached house, with two enclosed outdoor play areas in Patchway, South Gloucestershire, close to a housing area and business park. The setting is accessed via one step and the pre-school provision is on the first floor.

The group opens Monday to Friday all year round, except for Bank Holidays and an extended Christmas break. Sessions are from 08:00 until 18:00. Children are able to attend for a variety of sessions. A maximum of 65 children may attend the setting at any one time. There are currently 86 children attending who are within the Early Years Foundation Stage (EYFS). The setting also offers care to children aged over five years to eight years during the school holidays. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three and four-year-olds. It supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs 15 members of childcare staff. Of these 14 hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are enthusiastic learners and make very good progress because staff have a secure understanding of the EYFS and fully involve children in planning their own learning. Children's individual needs are met well because the staff work in close partnership with their parents and, where appropriate, with outside agencies, to provide a very high level of care and support for all children. There is a key person system in place throughout the nursery and this is particularly effective for the younger children. The owners and the manager are fully committed to providing high quality childcare and have made significant improvements to the provision since the last inspection. They have ongoing plans for future development but they have not carried out a formal self-evaluation of the EYFS and, as a result, one welfare requirement has not been met.

What steps need to be taken to improve provision further?

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

- develop a more effective key person system for the pre-school children.

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

- obtain information from parents of all children about who has legal contact with the child and who has

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parental responsibility for the child (Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

Children benefit greatly from high quality childcare provided by the manager and her committed team of staff with the full support of the nursery owners. Staff have a high level of expertise because nearly all staff members have relevant childcare qualifications, many of them at Level 3. They undertake regular training, both in-house and externally, to gain further qualifications and to improve their already good practice. The management use robust employment procedures to ensure that all staff are suitable to work with children. Children are protected because all staff have a secure knowledge of safeguarding issues. They are aware of the possible signs of abuse and understand the procedures to follow if they were to have concerns about a particular child.

Children receive care in an environment that is clean, safe and secure in all respects. The nursery employs a health and safety consultant to support this aspect of the work and detailed risk assessments are in place. These are reviewed regularly and updated during times of change such as the recent major building work. Good practice throughout the nursery is underpinned by robust policies and procedures that are effective in practice and these are readily available to both staff and parents.

Children have benefited from significant improvements since the last inspection because all age groups are now involved in the planning of their learning and initiating activities so that they become independent and confident learners from an early age. The development of the outdoor area is a work in progress because the management decided on reflection that it would be beneficial to undertake major building work and extend the indoor provision before carrying out significant work in the garden area. The well planned extension has recently gone into use and plans are now underway to develop the outdoor area to provide a natural learning environment for the children. However, the generally strong reflective practice has not included a review of the EYFS welfare requirements and as a result systems are not in place to obtain information from parents about who has parental responsibility for children and legal right of contact.

Children thrive because staff work in very close partnership with their parents to ensure that they are fully aware of children's individual care, learning and development needs. Parents provide detailed information before children attend the nursery. Children are well placed to continue their learning at home because parents see the weekly planning displayed in all rooms and have regular access to children's 'learning journeys'. Younger children have a daily diary sheet with information about their care routines and their play and learning. Parents develop very close relationships with children's key staff and exchange information on a regular basis. Excellent support is available for children with specific learning difficulties and/or disabilities because this is a particular interest of the manager

and she works extremely closely with relevant outside agencies to provide the best possible care and education for such children.

The quality and standards of the early years provision

Children make very good progress in their learning and development because staff promote high standards of behaviour and children are confident and enthusiastic learners. Staff fully involve them in the initiation and planning of their activities and understand the importance of following children's leading and interests at all times. For example, the pre-school children are very enthusiastic about music and want to make a stage so that they can perform favourite songs. Children develop excellent teamwork and problem solving skills because they plan the activity, where they should build the stage, how they should make microphones and what pictures they should create for the backdrop. They have great fun expressing themselves through music and dance as they perform the songs, this encourages less confident children to join in and perform on the stage. Staff effectively observe children's progress as they play, identify their next steps in learning and incorporate their individual learning needs into future plans.

Children in the two-year-olds room thoroughly enjoy activities such as making and using their own play dough. They explore the texture of the dry flour and then take turns to use a spoon to stir the mixture. They see what happens when the yellow food colouring is added and talk about what they will do with the finished dough. Pre-school children self-select activities throughout much of the day and are fully engrossed in their play and learning. They use simple computer programmes competently to extend their learning and this also supports their development of skills for the future.

Children's individual welfare needs are met well throughout the nursery because the key person system is generally effective, though not all staff are fully involved in this aspect of the provision. Babies sleep and feed according to their individual routines and develop close relationships with their main carers. They play with a lovely range of toys that includes treasure baskets with items made from natural materials. They explore the sounds made by different musical instruments such as rain makers and a toy piano. Children who speak English as an additional language settle well and quickly become fluent because staff support them as they learn English but also value their home language and culture in the nursery. For example, labels in the pre-school room are in two languages and children celebrate festivals from their home culture such as Hanukah and Passover.

All children improve their understanding of a healthy lifestyle. Meals are nutritious and individual children's dietary needs are met. Children of all ages spend time outside each day and make good use of the age-appropriate equipment in the two play areas to develop climbing and balancing skills. Children develop an excellent awareness of their personal safety. Younger children learn simple rules such as not to climb on the furniture. Pre-school children understand the reasons for safety rules. For example, they know that they must hold scissors pointing downwards and that they must not run when they are carrying them. They learn to treat others with respect, to understand the impact of name calling on other children

and to be confident to speak out if they do not like other children's behaviour. They behave extremely well because they see staff as excellent role models and they are quick to say sorry when they have upset another child.

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.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	1
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?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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