

Bonbons Day Nursery Limited

Inspection report for early years provision

Unique Reference Number	EY290890
Inspection date	17 January 2008
Inspector	Dawn Bonica Brown
Setting Address	Peel House, Taunton Street, Shipley, West Yorkshire, BD18 3NA
Telephone number	01274 592991
E-mail	
Registered person	Bonbons Day 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

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?

Bonbons Day Nursery is one of three nurseries run by Bonbons Day Nursery Limited. It opened in 2004 and the play rooms operate from five rooms in a two storey building. It is situated in Shipley, near Bradford in West Yorkshire. A maximum of 78 children may attend the nursery at any one time.

The nursery is open each weekday from 07.30 to 18.00 all year round, except for Christmas, Easter and bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 100 children aged from birth to five years on roll. Of these, 12 receive funding for early education. The nursery currently supports children with disabilities and learning difficulties and also supports children who speak English as an additional language.

The nursery employs 24 members of staff. Of these, 21 hold appropriate early years qualifications and four are working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a suitable awareness of healthy practices and benefit from resources that help them to gain independence. They remain healthy because staff follow hygiene routines consistently to prevent the spread of infection and good hygiene procedures protect babies. For example, adults do not walk on floors where babies play.

Children are well protected through good sick children procedures. For example, children who are contagious do not attend, which helps to prevent the spread of contagious ailments. Furthermore, a list of individual ailments and incubation periods are identified for parents. This acts in the best interest of children to protect all children being cared for.

Children's welfare and well-being are protected because a significant number of staff hold current first aid certificates. This means that they have the relevant knowledge to administer first aid promptly in the event of an accident.

Children are well nourished. They receive a balanced diet that takes into account religious dietary needs, dietary preferences and allergies. Children's allergies are monitored effectively because all staff have a detailed knowledge of those allergies. Children's special dietary requirements are met because the setting works effectively with parents. For example, the setting obtains alternative meal suggestions from parents of children with specific diets. Children receive substantial portions with good variety and balance. Babies' food is prepared according to their age and stage of development.

Children develop a positive attitude to mealtimes through eating meals as a social activity with staff who occasionally join them for lunch and snacks.

Children are encouraged to be active through regular physical play both indoors, through active games, such as dancing and movement to music, and outdoors on appropriate equipment. They practise skills that involve balancing, climbing, manoeuvring equipment around objects and hand and eye coordination through throwing and catching games.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy a wide range of stimulating activities in a safe environment. The premises are well maintained and the toilet arrangements are clean, easy for children to use and for staff to manage nappy changes hygienically. Space is managed well in most areas to encourage children's independence and to promote their all-round development.

Children use furniture and equipment that is safe and suitable. They benefit from effective organisation of resources in most areas, although this is not maintained with consistency in all the rooms used for children.

Risks to children are minimised through adequate risk assessments in most areas and staff are knowledgeable about the policies and procedures that are in place to maintain children's safety. However, visitors to the setting are not monitored with sufficient rigour to maintain children's safety at all times and the visitor's book is not completed for all visitors. Emergency fire evacuation procedures are in place in a prominent position in all rooms. However, monitoring

of the frequency of practises is not robust and written risk assessments are not readily available to staff.

Children are suitably protected from abuse through staff knowledge and understanding of child protection procedures gained through appropriate training. Staff are knowledgeable about the potential signs and symptoms which would cause concern and understand the reporting procedures. The setting retains the correct contact numbers for reporting and keeps a record of injuries that children arrive with. This means that they can act quickly in the child's best interest to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled as they have made friends and play together well. They are friendly, curious and interested in what is going on around them and in the activities provided. For example, young children maintain high levels of concentration as they play with resources in a shallow water play trough, scoop and fill damp sand and spend a lot of time painting large areas of paper.

Children are well stimulated through good play opportunities and activities. Babies engage in a wide range of tactile activities, such as hand and foot printing, and exploring the properties of a range of tactile materials. Children under three years enjoy gluing and sticking and benefit from excellent role play resources and writing materials. An excellent home corner arrangement allows good parallel play to develop with children opening cupboards, putting objects inside and shutting the doors. All children listen to stories, both in large groups and individually and sing a wide range of songs in groups.

Children are encouraged to explore the setting independently because activities are set out for the whole session to allow children to return to them when they want to. Children are confident and make decisions as they follow their own learning agendas. This is achieved through the provision of a wide variety of resources and activities so that they have plenty of free choice.

Children respond to adult's interest as staff help to extend their play through useful suggestions, praise and encouragement. For example, while using a white board to make marks and practise drawing, the children are encouraged to think about things they have seen or done recently, which helps to develop their memory and promote imagination. Toddlers development is promoted well through the 'Birth to three matters' framework.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a good level of knowledge and understanding of the early learning goals and records indicate that, over time, children benefit from full coverage of the curriculum. They receive appropriate challenges in almost all areas of learning and most resources are well managed. The exception to this is the book corner, which is not well organised, and the writing area which is under-resourced at times. Teaching methods are effective as children learn through first-hand experiences. Children have developed good self-control and their behaviour is managed positively through praise and encouragement with clear guidelines of boundaries and consequences.

Children with disabilities or learning difficulties are effectively included. Staff work with professionals to produce individual assessments and plans that follow their progress effectively.

They identify the next steps in children's learning and support their progress. Staff work well as a team to observe children's progress, assess their development and set realistic goals.

Children behave well and respond to requests for good behaviour as they are encouraged to become self-aware and to think about the needs of others. They are independent and confident and play cooperatively in their spontaneous play, using the equipment available to them resourcefully. For example, setting out the chairs in the maths area as a classroom. Children have a positive approach to new experiences and a good self-image.

Children write confidently in many situations and select a range of writing materials from the writing area. They learn to recognise their names through repetition of activities which promote this. For example, finding their name cards at registration. Older children benefit from further challenges, such as finding their names without a picture cue. However, the example used for sequencing of the alphabet is inappropriately placed so that children cannot use it effectively. Children speak clearly and confidently in circle time activities and write spontaneously in their play. They engage in activities requiring hand-eye coordination and enjoy listening to stories in large and small groups. However, poor presentation of the books, with spines facing the children, means they cannot see the books they want or select them easily.

Children benefit from good mathematics provision which promotes their understanding of concepts and provides meaningful challenges. For example, they learn to separate objects and to relate one to another through everyday activities, such as setting their own places at lunchtime. Age appropriate play supports children's understanding of weight, density and dimensions as they play with sand and water, learn to compare and contrast by measuring towers of bricks, plants, puddles and a variety of other objects. Children use positional language in their play as they bury toy dinosaurs under pine needles. They demonstrate a good understanding of number sequence by identifying the age that other children will be at their next birthday.

Children learn about different cultures as they engage in a wide range of activities related to cultural or religious festivals from around the world and discuss their ideas and experiences with staff. They develop a good understanding of modern technology through regular use of the computer to follow simple programmes and use other programmable equipment, such as a cassette recorder and a digital camera. Children learn to enjoy the natural environment by taking part in lots of nature walks in the local environment. They develop a strong interest in how things work by exploring the properties of natural materials. For example, by freezing objects into cups and then observing the results as the ice melts. Children begin to understand the past and present as they talk about significant events in their lives.

Children take part in physical activity and learn about the effects of exercise on their bodies by discussions about how they feel, such as whether they are hot, tired or thirsty. They move with confidence and demonstrate good spatial awareness as they negotiate space well when doing physical activities, such as dancing, moving to music, climbing, jumping and balancing on outdoor equipment. Children use a wide range of equipment appropriately when constructing with junk materials, using play dough and clay and constructing with large and small bricks.

Children learn to discriminate sounds, such as loud, soft, banging, scraping, shaking and blowing as they listen carefully to the sounds their musical instruments make. They have a wide repertoire of songs and use their imagination in role play to develop original ideas. Children respond to their senses as they explore a range of natural materials, such as small logs, twigs, pine cones,

leaves, pine needles and clay. They talk about what it feels like as they experiment with these materials and observe the changing properties of food through cooking activities.

Helping children make a positive contribution

The provision is good.

Children feel good about themselves and learn to show respect for others because they are treated with respect. They learn to be polite and to think about the feelings of others as they follow good examples from staff, who are polite and encourage children to think about rules, behaviour and consequences. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents is good. Parents are very positive about the provision. They like the friendliness and approachability of staff, the varied and well balanced menus and excellent home cooked food provided for the children. Parents feel that their children have settled well and that the key worker system works. They appreciate the warm, welcoming facility of a parents room, which benefits from a closed circuit television monitor in the play rooms. This system is effective in reassuring parents about how their children settle-in. Parents of children under three years receive daily feedback sheets. The quality of information supplied to parents is good and includes information from professional magazines as well as regular newsletters and information about topics.

Children are supported to take responsibility for their own actions through clear explanations of the consequences of their actions. Their good behaviour is noticed and praised, which helps children to become self aware and responsible.

Children are valued and included because the staff listen to them, give them choices and encourage them to solve their own problems by helping them to understand the rules of the setting. For example, two children playing with one piece of equipment come to the mutual decision that it is fairer to let the first child retain possession of the equipment.

Children have their individual needs met because the staff work effectively with parents by implementing good settling in procedures. Children are confident and happy and feel a sense of belonging as staff get to know them well and value their individuality by following their interests.

Children with disabilities and or learning difficulties are included in activities because staff work with parents and professionals to support them. The setting retains staff with the appropriate training to help children make progress and adapt activities to suit their needs.

Children with English as an additional language are well supported because staff work with parents to identify key words to help children settle, use dual language books and find out about home customs and cultural differences.

Children benefit from activities which help them to value diversity. They enjoy a wide range of activities from cultures around the world, including festivals such as Diwali, Holi, Chinese New Year and Hanukkah. Resources that reflect positive images of cultural diversity, disability and gender are used in the setting to help children learn to value the differences in society.

Organisation

The organisation is satisfactory.

Children are adequately protected because the adults who supervise them are suitable to do so. There is sufficient adult support to help them feel secure and confident and space and resources are organised in a manner which meets their requirements in almost all areas.

Children's welfare is promoted because the records, policies and procedures which are required for the efficient and safe management of the provision are suitably maintained. Children benefit from appropriate organisation of their day and play safely in a warm, welcoming environment. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management is good. The manager is a good role model and monitors the setting effectively by observing the interactions between staff and children to identify any underlying problems and providing appropriate feedback to staff. The setting monitors its own strengths and weaknesses well. The provider canvasses parents' opinions and reacts positively to suggestions for improvement. The setting keeps abreast of new developments in childcare by gaining information from professional publications, looking at centres of excellence and working with professionals from other fields.

Improvements since the last inspection

At the last inspection the provider was required to ensure that contingency arrangements are in place so that staff to child ratios are met at all times. Children's safety has improved through appropriate contingency arrangements, which ensure that children receive sufficient adult support at all times.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action in order to meet National Standard 2. The Compliance, Investigation and Enforcement Team contacted the provision. The provision provided an investigation response regarding the concerns raised. An action was raised and satisfactorily met by the registered provider. The provider 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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):

- improve children's safety by monitoring visitors to the setting with consistency
- ensure that the risk assessments and fire evacuation records are consistently available.

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):

- continue to develop children's literacy by providing greater challenges in recognising letters of the alphabet and better access to books.

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