

Red Bus Nursery & Pre-School

Inspection report for early years provision

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EY422257

Inspection date

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Inspector

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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

Red Bus Nursery and Pre-school was first registered in 2011. It operates from a converted building in the Coombe Dingle area of Bristol. There are two large ground-floor playrooms for children aged two to five years and three connecting baby rooms on the first floor. There are enclosed areas for outdoor play for all children. The nursery is open from 7.30am to 6.30pm from Monday to Friday for 50 weeks of the year. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery may care for a maximum of 107 children in the early years age group, of whom no more than 33 children may be under two years at any one time. There are currently 34 children on roll. The nursery is in receipt of early education funding for children aged three and four years. Seven members of staff are employed to work directly with children, all are qualified to at least level three, one has qualified teacher status and one has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in relation to their starting points. They are happy and settled and become eager and curious to learn about their world. Staff build very effective partnerships with parents and others who care for children. Each child is valued as a unique being and their care and learning and development needs are met accordingly. Children's needs are generally met very well in the bright and spacious premises, which are resourced with a wide range of toys and materials. The owner and her staff have a clear vision of the high quality of provision they wish to offer and are very well qualified and experienced. There is an effective system in place to monitor the quality of the provision and identify areas for improvement. The owner and staff team clearly demonstrate good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- adjust the acoustics in the dining room to reduce noise levels and provide a comfortable and sociable environment for children
- provide flexible resources which can be used in many different ways to facilitate children's play and exploration, including natural, recycled and domestic objects.

The effectiveness of leadership and management of the early years provision

There is a high level of commitment to promoting children's safety. Arrangements for safeguarding children are robust and known by all staff. Most staff have attended recent safeguarding training and the policies and procedures follow the guidance of the Local Safeguarding Children Board. Staff are fully aware of the need to seek parental explanations for existing injuries and record these appropriately. Rigorous risk assessments of the nursery, gardens and activities are made, and are regularly reviewed. The playrooms are warm and spacious and filled with light. However, the acoustics in the dining room mean that the room is noisy and inhibits sociable meal times. Children learn to be aware of safety issues through sensitive and gentle reminders from staff, and all practise the emergency evacuation drill. Parents identify those adults who have parental responsibility for, or legal contact with children and give consent for authorised and identified adults to collect their children. A two-way flow of information is shared with parents and others to ensure consistency of care and build meaningful relationships. Daily communication books and learning diaries detail children's progress and relationships are developed with others who care for children. Notice boards offer clear and well-presented information about how children's learning and development is nurtured through the Early Years Foundation Stage. All policies and procedures are shared with parents and carers. In all rooms, resources are made easily and suitably accessible to children. Children confidently help themselves to a wide range of tools and materials to develop their own ideas and practise emerging skills. Resources reflect the diversity of life with positive images, and parents contribute by sharing words in home languages. Resources do not yet include domestic, natural and recycled objects to further stimulate children's understanding of the world and their imaginations.

Robust recruitment procedures ensure that all adults working with children are well qualified and suitable to work with children. Staff are supported well through access to training, informal supervision and formal appraisals to identify their development needs. They benefit from regular team meetings and all share a clear vision for the future development of the nursery. The strong management team is committed to supporting staff in providing an exciting and stimulating provision, where each child can make the best progress possible. The self-evaluation recently completed clearly identifies areas for development. The whole team shares a clear vision of striving towards the delivery of an excellent service for children and their families. There is strong evidence to demonstrate a good capacity for continuous improvement.

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

Children make good progress in all areas of learning and development, in relation to their starting points. Key persons keep clear and detailed records of children's achievements, which they use to identify next steps in learning and plan future

learning activities. Staff are skilled at seizing opportunities to promote learning in child initiated play. For example, when playing outside, children bang pipes on different surfaces to listen to and differentiate the sounds. Staff help them find different surfaces and make simple rhythms. Staff use everyday activities, such as snack time, for children to cut and count, match plates and cups and make choices. Children confidently talk with others about their families and home lives. They all laugh as one child describes how his 'nanny sleeps in her glasses because she can't see me without them!' Children learn to take turns when playing group games and are careful of each other when pedalling around outside. Babies are encouraged to crawl around to investigate toys and practise their new found physical skills. One young baby proudly sits unaided, to the delight of his key person. Children's first languages are used on posters to identify colours and numbers and parents visit to read stories in home languages. Through using different media and tools, children begin to make marks and some recognise their own names when self registering. More able children confidently name initial sounds in words and write their names on paintings. Children express themselves creatively with media and through role playing. In the baby room, younger children are fascinated by the sensory area, where they are surrounded by lights and textures to stimulate or relax their senses. When cooking, children measure ingredients and learn about food hygiene. They love to read and all are concerned when they find a book with a ripped page; a member of staff quizzes them about how they might mend it and one child suggests using sticky tape. Children are busy and inquisitive and eager to accept challenges and solve problems. Their social skills develop well, and they are confident and excited to meet new people. They enjoy many opportunities to develop good skills to support their future learning.

The nursery has secure systems and practices in place to help children adopt healthy lifestyles. Babies enjoy spacious rooms to move around and explore in safety and have the luxury of a roof garden for outdoor play. All children enjoy the wide open space of the garden, which they will help to develop with their own ideas. The nursery kitchen provides healthy and nutritious food and drinks for children, who quickly learn to serve themselves and recognise their own needs. Particular attention is paid to individual requirements and the cook is very careful to adhere, to these whilst offering similar meals to all. However, the acoustics in the dining room inhibit good social interactions. There are robust systems in place to record accidents and medication administered. Children enjoy comfortable and cosy places when they wish to sleep or relax and babies sleep in line with home routines and parental preferences. Children's safety is carefully considered, without compromising challenges. They soon become aware of others and learn safe practice with tools and equipment. Photographs on the wall show children how to carry scissors safely. Children are encouraged to learn independence skills and are supported appropriately. Through sensitive interventions, staff help children learn how their behaviour may affect others. There are simple rules and routines, which help children understand what is expected of them. Consequently, children generally behave very well and enjoy interacting in groups and begin to form relationships. Children see their own work and photographs displayed around them and show a pride and sense of belonging. Each child and their background are highly valued and all benefit from learning about the diversity of life and the needs

of others.

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

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

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	2
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

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

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	2
The extent to which children make a positive contribution	2
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