



Inspection Report For Early Years Provision

Unique Reference Number	BFG02DC155
Inspection Date	6 July 2011
Childcare Inspector	Kim Weaver
Registered Provision -Setting Name Suppressed if childminder	Meadow Day Nursery
Registered Provision -Setting Address Suppressed if childminder	The Village Hall Community Centre Gordon Barracks BFPO 31
Type of Care	Full Day Care

ABOUT THIS INSPECTION

British Forces Early Years Service is granted with accreditation by the Secretary of State for Defence for regulating childcare provision for Crown Servants overseas, in accordance with the criteria set out in the Tax Credit (New Category of Child Care Provider) Regulations 2002. The purpose of this inspection is to assure the Ministry of Defence (MOD), parents and the public of the quality of child care.

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 and the National Standards for under 8s day care and childminding.

The report includes information on any complaints about childcare provision which British Forces Early Years Service (BFEYS) has received since 1st January 2006.

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 booklet "Are you ready for your inspection" which is available from BFEYS.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory . The registered person meets the National Standards for under 8s daycare and childminding.
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WHAT SORT OF SETTING IS IT?

Meadow Day Nursery has re-located to the Village Hall in Gordon Barracks until renovation work is complete. The temporary premises are currently registered to provide full day care for 36 children under 5 years, and of these, not more than 12 may be under 2 years at any one time. They have sole use of the provision during the hours of operation and the setting serves the needs of British Service families and civilian employees attached to the military community. There are currently 20 children on roll and 13 children were present on the day of inspection. The nursery opens from 08.45 to 15.00, Monday to Friday, term time only.

The premises consist of a large open plan activity room, a separate base room for children under two, a nappy changing area, a large open plan kitchen and snack area, an office, storage rooms and separate toilet facilities for children and adults. A large and secure astro-turf area is available for outdoor play.

The manager is supernumerary and has a Level 3 qualification. A deputy has recently been appointed and is qualified to Level 3. There are 13 practitioners working directly with the children, six of whom hold qualifications ranging from Level 2 to Level 3 and two are currently working towards a childcare qualification. Several members of staff have enrolled on the next available training programme in September 2011. The setting employs an ancillary worker on a daily basis.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is **good**. Children are well cared for in a warm and welcoming environment where they begin to learn about the importance of good hygiene and personal care throughout the daily routine. Consistent adult support and guidance helps children to gain a good understanding of hygiene and become increasingly independent in their personal care, for example, washing their hands before snack, after messy play and after using the toilet. Appropriate nappy changing procedures are in place and staff wear gloves and aprons to prevent the risk of cross infection.

The majority of staff hold a valid first aid certificate and some have also completed training in basic food hygiene. This helps safeguard children's welfare. Good hygiene standards are maintained by staff who have a clear understanding of related policies and procedures which are well implemented. For example, staff ensure that the facilities, resources and equipment used by children are kept clean and in good order through regular checks and cleaning routines. This helps maintain a healthy environment for the children. A clear written policy regarding sick children, the gathering of information on communicable diseases and the effective recording of all accidents and emergency contacts further promote children's health and well-being, positively safeguarding them.

Children are offered varied and nutritious snacks and staff actively encourage the children to try different foods. Parents provide lunch which is clearly labelled and stored appropriately in the refrigerator. This helps to promote and maintain children's good health. Mealtimes are a social occasion where children sit together and enjoy feeding themselves, however, although children are developing independence, this could be further promoted through involving children in the preparation of food and pouring their own drinks. Children's allergies and other specific dietary requirements are discussed with parents at initial placement and displayed in the kitchen area to alert the ancillary when preparing food. Babies are fed in keeping with their own individual routine and formula milk is freshly made up on the premises in accordance with parents' wishes. Children have free access to drinks throughout the day, have their own labelled water bottles and are offered suitable drinks, such as water and milk.

Children are generally involved in a range of purposeful and developmentally appropriate indoor activities. Their fine motor skills are actively encouraged through activities such as painting, threading, using scissors and completing puzzles which are suitable for their age and stage of development. Children demonstrate increasing physical skills and co-ordination using a range of larger equipment such as slides and wheeled toys outdoors. However, younger children would benefit from daily access to the outdoor provision to enjoy fresh air which is necessary for their well-being, as this was not evident on the day of inspection.

Protecting children from harm or neglect and helping them to stay safe

The provision is **good**. Children are cared for in a secure environment where they are supervised closely by staff at all times. Children have access to a good range of toys and equipment which are age and stage appropriate, stored at low-level and clearly labelled, which encourages self-selection and independence. Children move around freely due to a good layout of the play room; however children's space is restricted in some areas where toys and resources could become a trip hazard, as not always tidied away after activities.

Children are well protected because the provision has good safety procedures in place which are understood and effectively implemented by all staff. For example, the main

entrance is monitored at all times; registers are completed by staff and the manager conducts head counts regularly throughout the day. Additionally, parents are requested to sign their child in if they arrive late and inform the manager. Visitors are required to sign in and out of the building, with staff ensuring they have no unsupervised access to children. This helps to keep children safe.

Internally, many safety measures have been taken with radiator guards and socket covers in place and first aid kits easily accessible in all rooms. Staff are vigilant regarding safety and effectively implement procedures to minimise most risks. For example, they ensure that detailed risk assessments of the facilities and resources are regularly carried out and the process of visual checks is ongoing throughout the day. Children participate in regular practice evacuations of the nursery and fire safety equipment is checked regularly and kept in a safe condition. Up-to-date records are maintained on the premises.

Children are well protected as staff have a good understanding of child protection and the procedures to follow to safeguard children. The setting has a designated person responsible for child protection and staff training is currently being updated. Clear written policy and referral forms are in place, which ensures children's welfare is appropriately protected.

Helping children achieve well and enjoy what they do

The provision is **satisfactory**. Children who attend the setting show confidence and self-esteem, happily talking to their friends and staff. Staff implements a key worker system to support children's emotional well-being; key workers are responsible for settling-in new children and developing positive relationships with children and their families.

Children generally enjoy their time in the setting and staff can identify that children are making steady progress towards the early learning goals. Most staff have a sound understanding of the requirements of the Early Years Foundation Stage framework; although the main planning is completed by the manager and the deputy, all staff have some input and this means they have an active role in planning the curriculum for the children based on key worker observations. The structure of the sessions and organisation of resources gives children the opportunity to make their own choices and pursue activities at their own pace to consolidate their learning and understanding. However, children would benefit from regular focused activities. This would help to develop their concentration levels and build on their individual interests and skills.

Children's communication skills are promoted through songs and rhymes. Children enjoy listening to stories read to them and join in enthusiastically with the actions and words 'Splish, Splosh' to "We are going on a bear hunt". During story time staff ask questions to encourage children to predict what is going to happen next in the story.

Most staff interact well and challenge children's thinking effectively as they play alongside them and ask open ended questions, prompting children to find answers and use their imagination. For example, during role play 'in the café' a child informed the member of staff she was the mummy cooking breakfast and he (pointing to another child sitting down) was the daddy. However, at times some staff demonstrate little understanding of how to implement the requirements of the EYFS framework and some activities are not sufficiently challenging, as staff do not fully understand the aim and learning intention. As a result, some of the older children's concentration levels and interest in the activities reduce. The manager is aware of improvements needed, particularly relating to training and systems are in place to improve staff's knowledge and understanding.

Younger children benefit from caring staff who talk to them, praising and encouraging them to take part in the activities. Children were observed, babbling, clapping and bouncing while listening to music and singing nursery rhymes. They are provided with lots of sensory play and opportunities to explore different types of materials and sounds, such as shakers, bubbles, bells and balls to roll. Staff are affectionate and attentive and respond well to children's needs through eye contact, gestures and cuddles.

Helping children make a positive contribution

The provision is **satisfactory**. Children are seen as individuals; their unique needs are met as they follow their own daily routines as discussed with their parents. Children have access to a satisfactory range of resources reflecting a positive image of the community; these include a range of books and role play equipment that portray different cultures and domestic situations. However displays depicting a positive image of disability and gender are too few.

Children behave acceptably for their age and stage of development; they respond positively to the boundaries and understand simple rules. They have good manners and often say 'please' and 'thank you' without being reminded. Children develop a strong sense of belonging as their colourful artwork is adorned around the walls of the setting and they all have their own personal drawer to store their belongings. However, children would benefit from being encouraged to learn to care for the environment by tidying away toys after activities. This would help children understand that their contribution makes a difference.

Children play harmoniously alongside each other most of the time, developing positive relationships. Children's self esteem is boosted by verbal praise and encouragement. The setting ensures all children and families are welcomed into the setting and supports children with learning difficulties. Staff make observations of children's development and any concerns identified are shared with parents and external support is sought. Furthermore, care plans are in place to best meet the needs of children and help them make good progress.

Staff continue to develop effective working relationships with parents through the use of a key worker system and daily conversations. Information is exchanged and parents are encouraged to play an active part in the care of their children whilst at the setting. Parents are given some useful information about the setting to help them know how the routine is organised; these include a parents' notice board, regular newsletters and policies and procedures. Feedback from parents is positive. In particular, they comment on how approachable and friendly the staff are and how well their children enjoy attending the setting.

Organisation

The provision is **satisfactory**. Children benefit from an organisation which has secure systems in place to support staff and value their contributions. Consequently, staff morale is good, as they are committed to offer good quality care and education. The premises are well organised with space laid out for children to enjoy quiet, restful periods as well as more active and energetic play; however younger children would benefit from regular access to the outdoor provision to enjoy fresh air. Children are given time to play and learn independently, initiating their own activities and exploring freely; however children would benefit from support and direction from staff through additional adult-led and group activities.

Staff are subject to appropriate recruitment, vetting and induction procedures. New staff

are supported to learn about how the setting runs, including a thorough understanding of its policies and procedures. Systems, such as staff meetings and appraisals, are used to identify staff's strengths and personal development needs. The manager and the deputy acknowledge and demonstrate a positive attitude to making improvements to benefit the children, such as providing regular training on the EYFS framework to support staff to improve the outcomes for children.

Most policies and procedures are in place and used effectively to promote the welfare, care and learning of children, although the written procedure for dealing with complaints was not available for inspection. The manager demonstrates a co-operative attitude to ensuring this is amended promptly and maintained on the premises. The risk and impact to children is minimal because there is a procedure in place which is held centrally.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

N/A

Complaints since the last inspection

Since the last quality inspection, British Forces Early Years Service received two complaints relating to Safety and Organisation when a child was not supervised appropriately within the premises and the closure of the setting due to structural damage. The provider submitted a full response to the investigation report detailing actions and improvements made to procedures. The provider remains qualified for registration.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of evidence collected on this inspection:

The quality and standards of the care are **satisfactory**. The registered person **meets** the National Standards for under 8s daycare and childminding.

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 recommendations:

- enhance opportunities to develop children's independence at snack time and encourage children to tidy up after activities as part of their daily routine
- continue to develop resources which reflect positive images of disability and gender to help raise children's awareness of our diverse society
- further develop systems and training opportunities for observation and assessment in order to develop staff's knowledge, skills and confidence in implementing the EYFS framework
- ensure a written record of complaints and their outcome is maintained on the premises and available for inspection
- review the organisation of the daily routine and provide a balance of adult-led and child-initiated activities
- promote children's well-being by providing younger children with regular opportunities to enjoy fresh air.