



Inspection Report For Early Years Provision

Unique Reference Number	BFG02DC175
Inspection Date	24 July 2007
Childcare Inspector	Sally McGovern
Registered Provision -Setting Name <i>Suppressed if childminder</i>	Rascals Nursery
Registered Provision -Setting Address <i>Suppressed if childminder</i>	Block 12 Alanbrooke Barracks 33102 Paderborn
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 good . The registered person meets the National Standards for under 8s daycare and childminding.
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WHAT SORT OF SETTING IS IT?

Rascals Nursery is located within Alanbrooke Barracks and occupies facilities situated on the ground floor within an accommodation block.

The setting serves the needs of British Service families and civilians employees attached to the military community. The provision is co-ordinated by the Army Welfare Service.

The setting is registered to provide care for 40 children aged from 3 months to under 6 years and operates from 7.30 to 17.00, Monday to Friday, all year round.

The nursery consists of four playrooms, an office, a kitchen, purpose built toilet facilities, a laundry room and an enclosed outside play area.

The supervisor is supernumerary and is working towards a foundation degree in early years. There is one named deputy with a level 3 qualification and 8 keyworkers, three of whom are level 3 qualified and 4 working towards an appropriate level 3 qualification. An ancillary is also employed on a daily basis.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is **good**. Children stay healthy as they are cared for in a clean and tidy environment where staff follow appropriate health and hygiene procedures; cleaning rotas are in place in every room, staff are kept up-to-date and informed of any changes made to the setting's policies and procedures and they have the opportunity to attend courses, for example on food handling, which enables them to consistently promote good practice.

Children benefit as staff are active in ensuring good hygiene routines are implemented, for example, staff wear gloves and aprons when changing nappies. Changing mats are cleaned after each use with anti-bacterial sprays; baby wipes and bedding are kept in individual boxes. Additionally, paper towels are used to dry hands, children have their own individual flannels to wash their faces after eating to ensure there is no risk of cross infection. Children are beginning to understand the importance of personal hygiene, because staff clearly explain to them the importance of washing hands after toileting and before eating.

Children stay healthy, as there is an effective procedure in place when children are ill to protect other children from the spread of infection. Written permission is sought from parents prior to staff administering any medication. Furthermore, there is appropriate first aid equipment in place and an adequate number of staff are first aid trained.

Children benefit from healthy snacks and regular drinks provided by the setting, while parents provide lunch; lunch boxes are stored appropriately. Children's health and dietary needs are met, as staff ensure information is requested from parents, recorded and taken heed of, of any special requirements, preferences and food allergies that a child may have. List of children's specific dietary requirements are displayed in every room. Additionally, staff monitor what children are given in their lunch boxes to minimise risks. Children learn about healthy eating as staff sit and eat with the children and discuss why some foods are healthy for them. However, opportunities are lost to promote children's independence or offer choices because food is directly placed on plates in front of the children including lunch box food which staff unwrap.

Children rest and sleep according to their needs. Sleeping babies are constantly monitored and sleep records are in place for parents to view.

Children enjoy daily planned physical exercise as they play in a well equipped outdoor play area or the soft play room.

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

The provision is **good**.

Children are cared for in a safe and secure environment where an electronic clocking in and out system is in place for children and staff. Additionally, written registers are maintained in every room and a booklet is used for visitors to sign in and out. There is adequate space for children to move around freely and access a good range of resources and play materials which are maintained in good condition.

Children are cared in an environment where risk assessments are carried out regularly along with daily checks in every room and the outdoor play area. Identified hazards are recorded and actions plans with timescales are immediately put in place. Children are learning to take responsibility for their own safety, for example staff discuss and explain to the children why they should not stand on chairs, run inside the setting or put crayons in their mouths. Furthermore, staff follow good procedures, for example displaying warning signs such as 'wet floor' for children and parents to

see. Children regularly practise the emergency evacuation procedure, this is recorded with date, number of children, staff and time taken to evacuate the building.

Children benefit from staff who understand their roles and responsibilities with regard to safeguarding children. An adequate number of staff have attended safeguarding children training and an action plan is in place to ensure all staff eventually attends this training.

Helping children achieve well and enjoy what they do

The provision is **good**. Children are happy and contented as they enjoy playing in a calm environment where tranquil music is played as background noise. Children benefit as they are provided with a good range of activities and play opportunities. However, in the 'small world' play area used by the older children, some resources were inaccessible due to inappropriate storage as some of the toys were stacked up and made uninviting to the children, thus restricting opportunities for them to make choices. Planning is based on the Birth to Three Matters framework for the younger children attending the provision and the Early Learning Goals for children over the age of three. Planning is displayed in every room for parents to view.

Children are developing confidence and self-esteem because staff give consistent praise and encouragement in everything they do. Positive relationships are being developed as staff effectively respond to children's and babies' needs; photos of the children along with their work are displayed around the setting, which increases their sense of belonging.

Children are acquiring new knowledge and skills; they are growing seeds in the playroom and vegetables in the garden, which they will later enjoy eating, as part of a planned activity. Children and babies have regular opportunities to investigate and explore different types of materials such as gloop, glue and paint, when taking part in messy play activities, which also helps to develop hand and eye co-ordination and fine motor skills. Additionally, staff will invite professionals, such as the hygienist, to respond to children's interests whilst developing new knowledge and skills.

Children benefit as staff show an interest in what children say and do, for example staff will play alongside children and encourage their imaginary play. Children and babies are becoming skilful communicators as staff use open ended questions and are seen listening, responding and singing songs to them.

Children are beginning to distinguish right from wrong as staff help children to respect others and learn to share and take turns through planned daily activities such as puzzles and sand play.

Helping children make a positive contribution

The provision is **good**. All children are treated and respected as individuals and have equal access to resources that reflect positive images, thus promoting their sense of belonging. Children are developing their knowledge and understanding of the wider world through a good range of resources, such as toys, books and dressing-up clothes. Children celebrate festivals from around the world, examples of their artwork from these activities are displayed around the setting. Additionally, words such as 'hello' and 'welcome' are displayed in different languages.

Children with special needs benefit, as staff are pro-active in identifying, including and monitoring children with special needs. Staff work closely with parents and other professionals to ensure appropriate care is given to children with special needs.

Children are happy and staff adopt a positive approach to the management of behaviour. Children are encouraged to work harmoniously with each other and show respect for others; unwanted behaviour is dealt with by staff in a calm and attentive way. Children are beginning to understand

about responsible behaviour as staff offer children full explanations of why some behaviour is not acceptable; they also use distraction along with reinforcing simple rules, for example, “we must not play with the water when washing our hands, as we will all get wet” and “we must not hit our friends, it may hurt them and make them feel sad”. These clear explanations help children develop an awareness of their own needs and the needs of others.

Children benefit as their individual needs are being met. Staff work closely with parents who are encouraged to be actively involved within the provision, for example, being invited to rename the baby room. There is an ‘open door’ policy, parents are welcome to come in and play with their children. Parents are happy with the care given to their children and the running of the setting. They receive lots of information on a daily basis along with written progress sheets and monthly newsletters.

Organisation

The organisation is **good**. Children benefit because the organisation of the setting runs smoothly and is efficiently managed to meet children’s needs. There is a good registration system in place for both staff and children which includes children’s exact hours of attendance. A booklet is also in use to record visitors.

Staff receive effective induction training which includes policies and procedures. Staff are encouraged to review these periodically to update knowledge. The supervisor holds monthly staff meetings to support staff in their understanding of their roles and responsibilities and promote team work. Effective vetting procedures are in place that support children’s welfare, the majority of staff are vetted and non-vetted staff are never left alone with children.

All required documentation is in place and is being up-dated. The operational plan works in practice and is made available to parents.

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

Improvements since the last inspection

At the last inspection, standards overall were judged to be inadequate and five actions were raised. Staff responded appropriately as improvements have now been made. Written permission is being sought from parents before administering medicines to children. Daily safety checks with regular risks assessments are carried out, which ensures any risks or hazards, both inside and outside, are identified and effectively reduced. Information is requested from parents, recorded and heed taken, of any special dietary requirements, preferences of food allergies babies and children may have. Fire drills are periodically carried out and recorded. All staff receives induction training which includes health and safety, child protection and policies and procedures, in their first week of employment. The impact of these improvements on the children is to ensure that they play in a safe environment that more appropriately meets their needs and promotes their welfare.

Complaints since the last inspection

Since the last inspection there have been no complaints made to British Forces Early Years Service (BFEYS) that required the provider or BFEYS to take any action to meet the National Standards.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of evidence collected on this inspection:

The quality and standards of the care are **good**. 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:

- review the arrangements for providing food and drink to provide children with opportunities to encourage independence such as choices and self service
- improve opportunities for children to access play materials so that they can make choices and use their initiative.