

# Budbrooke House Children's Nursery

Inspection report for early years provision

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**Unique reference number**

200541

**Inspection date**

24/11/2010

**Inspector**

Hayley Lapworth

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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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

Budbrooke House Day Nursery baby unit is one of two settings run by the providers. It opened under Budbrooke House Children's Nurseries and then became a limited company in 2001. The nursery operates from a detached property on the outskirts of Warwick. The setting has the use of three playrooms and a baby sleep room on the ground floor, and a further two playrooms on the first floor. Children's toilets and nappy changing areas are situated on both floors. The setting has a large, fully enclosed, outside play area. The setting is easily accessible to all.

The setting is registered to care for 34 children, aged from birth to three years, at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 55 children in the early year's age group. The nursery opens every weekday from 8.00am to 6.00pm, for 51 weeks of the year.

The setting employs 20 members of child care staff, of which 19 hold appropriate early year's qualifications from level 2 upwards. One staff member is working towards a qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and thoroughly relish their time in this nursery. On arrival they settle extremely well and are keen to access the good range of activities that are on offer. The nursery is committed to ensuring every child feels safe and secure which provides a firm basis for children to make good progress in their learning and development. Hygiene practices are good in most areas and overall systems of observation, assessment and planning are developing well. Partnerships with parents are secure and the management team have a clear vision for the future and demonstrate a positive attitude towards continuous improvement.

## What steps need to be taken to improve provision further?

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

- ensure all staff encourage thorough hand washing procedures at all times
- further develop systems to ensure that the children's identified next steps in their learning inform future planning

## **The effectiveness of leadership and management of the early years provision**

Children are cared for in a safe, secure setting, where staff are deployed effectively to ensure children are well supervised. Required ratios are often exceeded. The clear safeguarding policy, along with the staff's good understanding of child protection procedures results in children being fully protected. Children are further safeguarded by the nursery's robust recruitment, vetting and induction procedures which help ensure the suitability of staff who work with the children. A comprehensive risk assessment supported by effective daily checking procedures, ensure that potential hazards are identified and minimised.

At the last inspection four recommendations were raised, of which, three have been fully addressed. Staff are keen to improve the quality and standards of the provision for children, taking time to discuss their practice during meetings and whenever opportunities arise. They are actively using a self-evaluation process which identifies their priorities for the future and have implemented changes which have improved the information provided to parents. For example, the medication procedure policy has been reviewed and updated. The providers, manager and staff work together as a cohesive team, and together they have completed a range of courses and training workshops to compliment their existing early years qualifications. Consequently, this enhances the quality of the provision.

The environment is very welcoming to children and their families and visitors. Children have access to a well organised play space both inside and outdoors. Rooms are brightly decorated with examples of children's work which helps them to develop a sense of belonging.

Staff are proactive in identifying children's need for additional support as early as possible. They actively share information and records with parents and interagency teams to ensure each child receives the support they need from an early age. Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity. In discussion, the staff explain how they ensure that the needs of children who have English as an additional language are met. For example, by obtaining as much information as possible about each child's individual needs from parents. The manager and staff are also aware of the benefits of establishing more purposeful links with practitioners where children attend more than one setting. This ensures information is readily shared and used to promote children's achievement and well-being.

Good relationships are developed with parents and carers. This means they are well informed about the provision and are able to share quality information about their children's care needs. Parents are provided with a range of written policies and procedures, including ones relating to the restrictions on staff using mobile phones and social networking sites, complaints, behaviour and partnership with parents. Parents are encouraged to express their views about the nursery through a variety of methods, for example, by using comment slips and parental questionnaires. Parents spoken to during the inspection commented positively on many aspects of the provision. For example, 'how much children love coming to

nursery' and that the 'staff team are friendly and approachable'. They also share that they feel exceptionally well supported as parents when they go through changes in their own lives. They appreciate advice the staff are able to give on matters such as how to develop good routines to enhance children's sleeping patterns.

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

Children have lots of fun and are happy and confident individuals. Those who are less settled on arrival soon become relaxed and many are sad to leave at the end of a nursery day. This is because the staff know them well and are sensitive to their needs. They also have a good understanding of the Early Years Foundation Stage and how young children learn. They are aware of the children's preferred learning styles and provide activities accordingly. These activities range from hands on experiences in messy play and playing with musical instruments to group activities such as singing.

Children are effectively monitored to ensure they have opportunities to be involved in all the activities that are on offer. As a result, children are making good progress across the six areas of learning. Children's ideas and choices are listened to by the staff. For example, children recently began to talk about their own life experiences and a visit to the doctor. Arrangements were then made to develop part of the play room into a doctor's surgery. As a result, children are learning how to care for one another. Staff undertake a number of planned and spontaneous observations of the children's learning and effectively identify their next steps in their learning journeys. However, these next steps are not always consistently linked into their future planning. Consequently, children may not be making as much progress as they could.

Children's communication, language and literacy are effectively promoted. They access books regularly throughout the day and children of all ages enjoy listening to stories read to them by the staff. Very young children access their own 'special books' which have photographs of themselves, their favourite toys and members of their families, such as mummy, daddy, siblings and grand-parents. This creates a real sense of belonging. Children learn a good range of vocabulary through participating in activities. For example, they are introduced to new words when playing in the 'glupe', this includes words like dripping, texture and sticky. They are also encouraged to think for themselves. For example, staff ask them 'what does the glupe feel like?'

Children are well cared for at times of minor accidents as the majority of staff hold valid first aid certificates. The first aid box is appropriately located for easy access and the stock is monitored to ensure no out of date items are used. As a result, children's health needs are promoted. Clear health records are completed and children's specific medical needs are known by staff following discussion with parents. A written policy is in place that the setting shares with parents informing them of illnesses that will mean their child should not attend. A thorough

procedure is in place for the administration of medication. Children learn good practices with regard to hygiene routines and personal care most of the time. However, on occasion hand washing procedures are not encouraged. Therefore, the spread of germs is not effectively minimised which impacts upon the children's overall health.

Meals provided are healthy and nutritious ensuring the children receive a well balanced diet. They enjoy a variety of healthy snacks consisting of kiwi and nectarines. Drinks are provided and made easily accessible to the children. Consequently, they can look after their own bodily needs when they are thirsty. Children learn about their own safety in the event of an emergency. They are involved in practising the fire evacuation procedure regularly. Drills are recorded enabling staff to evaluate their practice. As a result, the safety of staff, children, their parents and visitors to the premises are enhanced.

## 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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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**

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|---------------------------------------------------------------------------------------------------|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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|                                                                                                  |     |
|--------------------------------------------------------------------------------------------------|-----|
| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
|--------------------------------------------------------------------------------------------------|-----|