

Budbrooke House Children's Nursery

Budbrooke House, Birmingham Road, Budbrooke, Warwick, Warwickshire, CV35 7DX

Inspection date	30/10/2014
Previous inspection date	24/11/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff are enthusiastic and have the highest aspirations for each individual child's achievements. They use their expert knowledge to provide an exciting and highly stimulating environment for all children. Consequently, all children make significant progress from their starting points.
- The hard working staff team put children and their parents or carers at the centre of all they do. This strong ethos results in staff listening to children and their parents and carers, valuing their views and acting on what they say.
- Staff are loving, friendly and considerably caring as they carefully tend to each child's individual needs and facilitate their learning throughout the day. As a result, children are extremely happy and self-motivated in this fully inclusive environment.
- The highly skilled leadership team work exceptionally well at inspiring the staff team. They have an excellent overview of the progress children make and provide high quality supervision and a thoroughly focused programme of professional development, which continually enhances their practice.
- Staff demonstrate a high level of commitment to promoting children's safety and well-being. Arrangements for safeguarding are robust, carefully managed and effective in identifying risk to children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the premises and observed activities indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with both of the providers, senior manager, nursery manager and deputy manager of the provision.
- The inspector also spoke to the staff and children throughout the day.
- The inspector looked at staff's observations and assessment records of the children and the planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Josephine Heath

Full report

Information about the setting

Budbrooke House Children's Nursery was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a limited company and is one of two settings run by the providers. The nursery operates from a detached property on the outskirts of Warwick. The nursery has the use of five playrooms 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 nursery has a large, enclosed, outside play area. There are currently 58 children on roll in the early years age range. The nursery currently supports children with special educational needs and/or disabilities. The nursery opens every weekday from 8am to 6pm, for 51 weeks of the year. The nursery employs 20 members of childcare staff, of whom 16 hold appropriate early years qualifications at level 3 and upwards. The nursery receives support from the local authority and they are registered members of the National Day Nursery Association.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop even further the promotion of independence during mealtimes by, for example, maximising opportunities to support capable children to help lay the table, pour their own drinks and help clear away.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have an expert knowledge of how children develop and learn. Consequently, they plan exciting activities and provide a highly diverse range of learning experiences for children. These actively support and promote their exceptional progress across each area of learning. The educational programmes are finely balanced with a mix of child-initiated and adult-led play, which flows seamlessly between both indoors and outside. Therefore, all children are readily acquiring the desired skills, attitudes and dispositions they need for the next stage of their learning and ultimately, school. Staff are very keen to help parents to guide their children's learning at home and deploy highly successful strategies to engage them. This includes making use of the highly popular and thoroughly welcomed 'boomerang' books to share interests and achievements between home and the nursery regularly. Consequently, children's learning needs are well known to parents and there is continuity between developing achievements at nursery and home.

The quality of teaching is outstanding as staff have the highest expectations of themselves and the children. Staff skilfully create plentiful opportunities to extend learning in all rooms. For example, staff use play dough and natural treasure baskets in the baby room to encourage babies to explore textures and seek new experiences. Babies freely move

around or are well supported by staff to sit and reach for the objects. They make use of the objects to experiment with sounds and engage staff in early home-based, role-play experiences. Staff in the small toddler room, use painting outside to support small muscle movements and encourage children to experiment with the use of tools and colours to create different effects. Children busily engage in this large scale project with brushes, sprayers and rollers as staff work alongside them, actively demonstrating the use of the tools. Staff support and facilitate activities by gently guiding children's learning and using lots of positive praise. Equally, staff in the large toddler room, use highly imaginative planned activities, such as building fire engines, to encourage children to create and think critically. They also use the opportunity to make links to early literacy and mathematics. Staff use books and pictures to support children in their thinking about the shapes and colours on a fire engine. They allow children to take turns to share their ideas and recall their prior learning experiences. Staff then lead the children outside to expand on this as they encourage them to have a go at constructing a fire engine from a vast amount of different resources. This allows children to work out for themselves how they want to achieve the desired effect. It also prompts them to work together as a group and lead their own play as they begin to engage in fire engine role play. This encourages children to enhance their play more independently, therefore, shaping their own learning. Staff successfully weave children's next steps in their learning into the planned and spontaneous play-based activities. This encourages children to develop new skills and actively engage in learning. Staff know their key children well as they can pinpoint their current learning and achievements highly accurately. They carefully use the information they obtain from parents and their own assessments of children's progress to plan highly challenging and stimulating activities. Staff are extremely quick to identify where children may need extra support and provide well adapted activities to help them to catch up.

Staff regularly complete highly accurate assessments of children's progress. This includes the progress check for children between the ages of two and three years. They use these to build up a very clear and detailed picture of each child's abilities and are, therefore, well placed to meet their individual needs. As a result, all children, including those with special educational needs and/or disabilities, make rapid progress in their learning and development in relation to their starting points. The special educational needs coordinator is highly experienced and well focused on supporting those children that may need additional help. Highly focused training has been completed by staff and continues to be accessed, to enable support for children with communication and language difficulties and for those with behavioural difficulties. This includes the use of sign language and other non-verbal communication strategies to support these children. Therefore, relevant and timely intervention is made, which includes small group work and one-to-one work for children with these difficulties. The all-inclusive environment ensures that all children are given the vital opportunities to access the same high quality education and care as each other. This is because the management and staff put children and their families at the centre of everything they do. They fully understand the importance of quality early education in setting up children's learning expectations for life.

The contribution of the early years provision to the well-being of children

Staff develop highly positive relationships with children and their parents. This supports all parties well and helps children to feel secure in their care. Parents comments demonstrate that they feel the nursery is welcoming. They also comment that the staff and management take a fully child-centred approach to learning and care. They express the nursery and staff are highly informative and provide a very supportive, safe and happy environment for their children. This means that both staff and management are sensitive to all individual family needs. The nursery tailors the settling-in procedures according to children's individual needs. Children and their parents are able to tour the nursery with the providers or manager and partake in as many settling-in sessions as they need. During these sessions, they begin to get to know members of staff and the family will be assigned a key person. Parents are invited to share relevant information about their child on entry to the nursery to ensure that both their learning and care needs are well met. This includes producing a family book that allows children to share with staff, the people of importance to them. They are also given a personal box to keep items of importance, such as comforters. This encourages children to feel comfortable in the environment from the outset. This is because the staff and management fully understand the importance of children feeling safe and secure within the environment, before they feel able to fully explore and therefore, begin to learn. This approach fully supports children's emotional well-being.

Children follow very beneficial hygiene routines because staff are excellent role models. They fully promote these routines, for example, by encouraging children to wash their hands before eating and after messy activities both indoors and outside, using the portable sinks. Children's intimate care needs are sensitively met and they are actively encouraged to manage their own self-care as appropriate and in full discussion with their parents. A wide variety of healthy food choices are offered to children during mealtimes, as they employ a nursery cook. She plans the healthy menus in liaison with the management and staff. Staff also discuss these choices with children and their parents. More recently, this has included promoting healthy eating using the nursery newsletters, which the providers plan to continue using the re-designed nursery website. They work in partnership with parents to ensure children's diets are healthily balanced both in the nursery and at home. Therefore, children are encouraged to make their own healthy choices. Children have daily access to the outside and the nursery also makes use of the wider environment to take both babies and children for walks locally. Therefore, children's understanding of keeping themselves healthy and well is thoroughly promoted. There are also extremely clear procedures in place, discussed with parents, to support children's medical and dietary requirements. These are robustly followed by all staff to ensure children's good health and well-being at all times. Children are frequently reminded about safety in the nursery. For example, as they are reminded to walk in between rooms and to the garden. They are also well supported to use equipment safely in the garden and soft play indoors. Children also take supervised risks in their play. For example, from babies, they are encouraged to explore different materials, such as play dough and staff ensure they do not eat it. Equally, in the toddlers' room, children use different tools correctly for painting and digging. These different activities teach children from a young age about keeping themselves safe.

The environment is highly stimulating and welcoming for all, with well-placed literature for parents and bright displays in the environment for children. This helps both children and

their parents to feel valued within the nursery. Therefore, boosting children's self-esteem and parents' knowledge. Resources are exciting and thoroughly well suited to the ages of the children. Staff ensure they are carefully tailored to match the needs of the children in the different rooms. Therefore, children's learning is actively promoted and self-motivation is encouraged. Children's behaviour is consistently well managed. Staff positively reinforce good behaviour during activities using lots of encouragement and praise. They also remind children gently why some behaviours are unwanted. For example, they skilfully intervene to support children to understand how to share toys during their play. Children's understanding of these behavioural expectations are clear as they respond promptly to staff. They are emotionally well prepared for the move into other rooms within the nursery and onto local pre-schools and ultimately, school. This is because the nursery sensitively prepares children for these changes and allows them time to get used to the move with familiar faces for continued support. The nursery supports them to build their confidence and encourage independence during the day in preparation for changes ahead. At times, these opportunities for more capable children are not always fully maximised during mealtimes as they do not help to lay the table, pour their own drinks or help to clear away. Nevertheless, staff give children ample opportunities to demonstrate independence throughout, as they support them to manage their own self-care, including toileting, dressing and feeding themselves. Therefore, staff carefully ensure that they acquire the right skills needed for pre-school.

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

The leadership at this nursery is inspirational. This reflects strongly in the quality of the management and resulting practice of the staff involved in the nursery. Therefore, management responsibilities are very well understood and contribute to children being able to reach their highest potential. Safeguarding arrangements are highly robust and the staff place a strong emphasis on ensuring children in their care are well protected. All staff understand their roles in protecting children from harm and are fully aware of how to follow correct safeguarding procedures, should they have a concern about a child or a member of staff. There are three designated persons and they all fully understand the responsibility of this role. The providers have taken part in a safeguarding audit to reflect on their current practice and seek more training. They ensure that safeguarding is high on their agenda and is always incorporated into staff meetings using quizzes, discussions and the sharing of training. More recently the staff team have embarked on 'protective behaviours' training to empower the children in their care to begin to learn how to safeguard and protect themselves from harm. Risk assessments are thoroughly well considered to minimize potential dangers to children and all areas used in the nursery are checked daily for hazards. This helps to make sure that children are cared for in a safe environment. Documentation and record keeping is highly accurate and completed to a very high standard, which helps to ensure that children's well-being is maintained.

The management team monitors the educational programmes extremely efficiently and ensures that all children are making excellent progress. Management records progress statistics for the individual children in their care and identify the progress of particular groups of children. This monitoring is focussed on all children as they record on-entry

statistics and then track them during the year using a graph. They use staff's observations and assessments of children's development to record this information. This enables them to identify clearly where progress is being made and any areas where there might be delay for some children. This data shows clearly how much progress each child makes and the progress of particular groups of children. It accurately reflects the rapid progress children are making. This effective monitoring system is currently being considered to provide more information about the progress made by key person groups to add additional strength to the performance management systems. It has so far highlighted to the managers and staff how they can adapt practice and drive for improvements. It has enabled managers to identify where progress can be improved and as a result, additional staff ideas and training has been sought, such as writing skills for boys and improving outdoor play. This includes ensuring the nursery has a communication and language champion to more succinctly support groups of children with this need by introducing new schemes. The management is committed to developing the professional skills and qualifications of the staff to at least level 3. They use supervisions successfully and review systems to keep updated on staff performance and identify areas of further training need. This fully proactive approach helps to make sure that children benefit from continually improving provision.

Self-evaluation arrangements are strong and take account of the opinions of staff, children and parents. The management clearly identifies areas for improvement, which they prioritise and address through a whole team approach. This includes improving the environment, such as creating a better garden area for younger children and babies and building upon their continuous provision. It also involves introducing new ideas, such as rhythm time. This approach helps to promote particular areas of development and supports all children to make the best possible progress. Partnerships with parents are highly positive and contribute to children's rapid progress. Feedback from parents is excellent and they comment that they feel their children enjoy attending the nursery and are very well supported in making progress. Parents are able to contribute to and celebrate their children's achievements using the nursery 'wow' tree, their children's learning journal or their 'boomerang' books. The nursery has recently sent out parent surveys and sends out regular newsletters to actively seek parental engagement. The nursery has numerous well-embedded partnerships with local agencies and professionals, such as nurses, family support workers, a visual impairment team, speech and language therapists and development officers. They maximise these to ensure they seek the earliest possible interventions for the children and their families. Partnerships with other professionals, such as local nurseries and schools, are well established and fully promote children's continuity of learning. They ensure that they all share relevant information, so that children have access to the relevant help and support services, which they need to continue to make strong progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	200541
Local authority	Warwickshire
Inspection number	864023
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	43
Number of children on roll	58
Name of provider	Budbrooke House Children's Nurseries (Warwick) Limited
Date of previous inspection	24/11/2010
Telephone number	01926 403103

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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