

# The Blue Bird Nursery Centre

Inspection report for early years provision

---

**Unique reference number** EY290273  
**Inspection date** 29/09/2008  
**Inspector** Carol Patricia Willett

**Setting address** 430 Finchampstead Road, Wokingham, RG40 3RB

**Telephone number** 01189 328844  
**Email** bluebirdnursery@tiscali.co.uk  
**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the setting

The Blue Bird Nursery Centre, is part of Yellow Brick Nursery Limited and opened in 2004. It is situated in the grounds of Nine Mile Ride primary school in Finchampstead. The nursery operates from a purpose built single storey building and is accessible from the village car park behind the school. Facilities are all on one level with ramps to the building providing good access for all. There is a kitchen, staff room, office and toilets. Children have use of two large playrooms and a smaller quiet room. The entrance hall is used to provide more play space. Children have use of a securely enclosed outdoor play area. Part of the outdoor facilities are shared with the school reception class. The nursery serves families from the local community and surrounding villages.

The nursery opens from 08.00 until 18.00, Monday to Friday for 50 weeks of the year, excluding bank holidays. It is registered to care for 56 children on the Early Years register and is registered on the compulsory and voluntary parts of the Childcare Register. There are currently 83 children on roll. This includes 62 children in receipt of nursery education funding. Children attend for a variety of sessions. There are currently no children attending over five years. The nursery makes provision for children with special needs and those who speak English as an additional language.

There are 20 staff working with the children, including seven staff employed to cover lunch times. Staffing qualification ratios are met with eight staff holding relevant childcare and teaching qualifications at level 3 and above. One member of staff is working towards a foundation stage degree and one member of staff has achieved foundation stage degree and is working towards Early Years Professional status. The nursery owners both have teaching qualifications. There are three staff currently working towards level 3 childcare qualifications. The nursery receives support from the local Early Years team including a teacher mentor.

## Overall effectiveness of the early years provision

Children are confident, highly motivated and are excited to learn as they busily occupy themselves in the well organised nursery. The owners and manager create a strong ethos of continual development and they are committed to continual improvement as they keep up to date with latest childcare research. Staff have very effective systems in place to ensure children's health, welfare and safety is promoted. Inclusive practice is promoted within the nursery and there are extremely strong partnerships with parents to ensure children's needs are met, although links with others settings are not fully developed.

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

To further improve the high quality early years provision the registered person should consider:

- continue to develop partnerships with all those involved in children's care,

including other settings that children attend, to ensure a complete picture is obtained of the child's development.

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

The management structure is excellent with the owners and management team actively seeking out research and new ideas which are used to improve practice and the enjoyment of the children in the nursery. The continuous reflective practice ensures they are aware of the strengths and areas for improvement. For example, they are considering how to involve children more in the evaluation process. Staff are well deployed and work exceptionally well as a team, demonstrating their enthusiasm in all aspects of their work. Children's care learning and development is enhanced through the strong commitment for development of the skills and training needs of all staff. Staff attend in-house and external training, regular staff meetings and managers meetings within the nursery group.

Children are well protected as the nursery has highly effective recruitment and vetting procedures. There are robust safeguarding policies and procedures. Staff effectively complete regular risk assessments and daily checks both inside and out enabling children to play and explore safely within the setting. Staff organise indoor and outdoor provision to provide a continuous learning environment for all the areas of learning. Resources are stored at low levels so that children can freely access them and pack them away. There are labelled pictures on the storage units to aid the children in the packing away of resources.

Staff develop highly effective partnerships with parents so they have information of the children's individual needs starting with a home visit with the children's key person. This builds a strong ethos of joint working and contributes significantly to children's confidence, sense of belonging and self esteem. There are strong links with the local primary school with some shared outdoor facilities. However, the nursery does not have effective links with other settings children attend. Parents and carers receive a wide range of useful information about the nursery and services they provide. They receive information about their child's care at the end of the day through discussion with staff and daily communication books. Formal parents' evenings provide them with opportunities to discuss children's progress and development.

## **The quality and standards of the early years provision**

Children are highly motivated and play purposefully, both with and without adult support, in a calm and relaxed environment. Staff realise some children learn better in an outdoor environment. They enable children to move freely between inside and outdoor areas in a well prepared environment, where they make excellent progress in all areas of learning and development. Children make very good progress as staff have excellent interactive skills to support children's learning and encourages them to be active and inquisitive learners. The effective key person system ensures staff have a good knowledge of each individual child and how they learn. Children are

very confident and competent as the nursery has a very strong ethos of child initiated play and the exceptionally well organised environment that allows them to learn with minimal intervention. Children are highly motivated and stimulated by the excellent range of resources readily available to them. For example, they can explore water with red and blue ice in one playroom and warm bubbly water in the other playroom. Staff demonstrate a good awareness of the Early Years Foundation Stage, and make regular observations of children as they play and learn. They use these and their knowledge of the children at the planning meetings, so that next steps are identified and they make very good progress in their learning journey. Staff provide an inclusive environment where all children are included and have their individual needs met. Children's individuality is valued, as is their family background. Staff display photographs of the children's families on the wall which develops their sense of belonging and makes them secure and confident.

Children play and learn in a very safe, welcoming environment as staff have effective checking systems in place. Furniture and equipment is suitable for the varying needs of children in both playrooms, with low level furniture and ample floor space providing an enabling environment. Staff ensure the premises are maintained to a high standard and there are excellent routines in place to promote and safeguard children's welfare. Children's safety is promoted well as there are extremely good security systems in place. Staff provide a consistent routine which helps children to feel secure. They understand the progression of time through the picture time line displayed in the entrance hall. Children play well together, share and take turns and behave very well as staff provide a positive learning environment where they are busily occupied. They encourage children to take responsibility and learn how to manage strong feelings through the conflict resolution behaviour management strategies. Children are confident and have many opportunities to develop independence and their self care skills. For example they serve themselves at lunch time, get their own cups to drink and most wash their hands after using the toilet. Children enjoy well cooked nutritious meals that are sent in from the primary school kitchens. Good systems are in place to ensure allergies and preferences are known to all staff.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Outstanding

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Outstanding
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.