



## **Bouncing Beans**

Inspection report for early years provision

<b>Unique Reference Number</b>	253958
<b>Inspection date</b>	24 October 2006
<b>Inspector</b>	Lesley Gadd
<b>Setting Address</b>	197 Norwich Road, Wymondham, Norfolk, NR18 0SJ
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<b>Registered person</b>	Sarahjane Haistead
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

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; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### 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 the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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 day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Bouncing Beans Children's Nursery opened in 2000 and operates from a converted chalet bungalow in a residential area of Wymondham in Norfolk.

A maximum of 27 children may attend the setting at any one time. The setting is open each weekday for 48 weeks of the year from 08:30 until 16:30. All children share access to a secure enclosed outdoor area and parking is available to the rear of the premises.

There are currently 75 children aged from eighteen months to under five years on roll. Of these, 33 receive funding for early education. Children attend from the local community and the setting welcomes children with disabilities and who speak English as an additional language.

The setting employs ten members of staff. Of these, six hold appropriate early years qualifications and two staff members are working towards a qualification. The setting receives support from a local authority link teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a warm, clean, well-maintained environment. Thorough standards of cleanliness, positive hygiene practices and clear procedures if children are unwell minimise the risk of infection and promote children's good health. Children are developing positive hygiene habits through routines and commendable support from staff. Children undertake their own personal care as they carefully wash their hands before eating and after visiting the toilet. They discuss with staff the need to wash to remove germs and stop themselves being sick. Children's well-being is given positive consideration as appropriate measures are in place to respond when children have accidents or become ill. The setting holds parents' contact numbers and a first aid kit is readily available.

Children's health and growth is well promoted with the availability of a nutritious diet. The children enjoy eating a wide range of fruit and vegetables eagerly sucking kiwi fruit and crunching bread sticks. They have good opportunities to develop their taste buds as they sample different food products during celebrations such as Chinese New Year. Children have some opportunities to develop an understanding about healthy foods for the body. Older children are quick to comment on sweets being bad for your teeth and fruit being a good food to eat. Children's dietary requirements are discussed with parents before they start to attend to ensure their individual needs are met.

All children enjoy outdoor activity to develop their physical skills and they have opportunities within the day to exercise. Children competently demonstrate their abilities to run slow and fast, roll hoops and strike balls with their hands and feet. Children climb competently when using the slide and balancing equipment. Older children skilfully drive play cars manoeuvring well around others. Younger children persevere when learning to turn the pedals on three wheeled bicycles to make them move forward calling out with glee when they succeed, 'look at me!'. Children are encouraged to think about their own health when they take part in exercise programmes and discuss the effects of activity on their bodies with staff. Children are beginning to become aware of their own needs as they drink and refresh themselves with drinking water after exercise. Children have good opportunities to develop their hand and eye co-ordination. They use tools in craft activities confidently and thread beads onto string. Younger children demonstrate their manipulative skills well when using paint brushes and push-button toys.

Children take the opportunity to rest and recuperate when needed, supporting their sense of well-being. Younger children rest on mats with their own comforters for reassurance and older children recuperate enjoying a quiet time with staff who read them stories.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's risk of accidental injury is minimised by the setting as staff give positive consideration to safety matters, indoors at ground level, outdoors and on outings. General risk assessments are carried out where children play downstairs to identify and reduce potential hazards and fire evacuation routines are practised. However, visiting children and staff that use the upstairs of the premises have not been effectively considered within risk assessment records or emergency evacuation routines held within this area. As a result their well-being is not wholly supported. An accurate register of children's attendance is held at all times, security is good and the setting holds relevant insurance.

Children are developing a strong understanding of how to keep themselves safe. They discuss how to cross the road avoiding accidents and the danger of fire works. Children take opportunities to explore safe risks developing their competence. Younger children are well supported by staff who remind them not to eat small equipment and to climb carefully onto stools when washing hands at the sink. Older children practise using staplers and use plastic knives to remove the skin off fruit with staff close at hand to supervise as needed.

Children enjoy a safe, welcoming environment which encourages them to settle quickly on arrival. They know where to hang their bags and move around the premises easily showing a clear sense of belonging. A range of good quality equipment helps to ensure the children experience a rich, stimulating environment where they explore readily and are secure. The play rooms are decorated with familiar photographs, posters and displays of art and craft pictures promoting children's sense of value.

Children's welfare is effectively supported as staff have a clear understanding of their child protection responsibilities. Children are never left alone with persons who have not been vetted nor released to adults unless the setting has written consent from their parents. Well thought out policies and procedures are in place that give clear guidance to parents and staff. Current contact details of relevant agencies are easily accessible to ensure there is no delay in children receiving appropriate support when needed.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy in a supportive and caring setting where children and staff enjoy good relationships. Children separate confidently from parents and greet staff eagerly on arrival with a hug. Children thrive as they enjoy a strong bond and receive close personal attention from staff. This ensures they are secure and self assured from an early age. Children are actively motivated in their play as staff readily join in with activities. They pretend to drink tea and share the delight of exploring the soil in the tractor yard. All children are encouraged to communicate. Staff listen attentively and praise children as younger children talk about the digger going 'up, up!' and older children describe their family pets.

Children eagerly join in with developmentally appropriate activities that capture their interest and stimulate their senses. Staff make effective use of the 'Birth to three matters' framework

and use this to plan and provide an exciting programme of new experiences. Children demonstrate their developing skills well. They show increasing physical control when cutting card for puppets and they relish the opportunity to play creatively. Younger children enjoy the sensation of tipping dried rice through their fingers and filling up different size containers. Older children derive great pleasure from mixing paint and decorating their faces, smiling with pleasure when examining the results in the mirror. Children enjoy playing imaginatively as they pretend to make dinner for their baby dolls and transport animals at the safari park. All children are well supported by staff, who provide reassurance and promote children's confidence in their play. Children who are less sure about messy activities sit and watch with staff then eventually join in. Children listen to music and eagerly sing songs about spaceships and wiggly fingers. Younger children are keen to make connections in their play and exploration. They spend some time figuring out how to open and shut the play cooker door and turn excitedly to staff to share their discovery calling, ' its shut, its open! '. Children work out, with staff support, how to roll large hoops outside. Children then call out with satisfaction when the hoops shoot rapidly across the floor. They chase them capturing them quickly and repeat their success to reaffirm their skills.

### Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have undertaken training and have a secure knowledge of the Curriculum guidance for the foundation stage. They use this knowledge to assess children's skills and plan a range of purposeful activities which are linked to the six areas of learning and children's interests at any time. Staff know the children well. They use their understanding of how young children learn to provide an inspiring range of first hand experiences that are well matched to the children's abilities. Children are enthusiastic and show good concentration skills. They strive to discover and develop their knowledge in this vibrant learning environment.

Children work well together and show consideration when they invite others to join in their play and share a game of 'assemble the teapot' . Friendships are easily formed and children bounce up and down together with delight when seeing each other on arrival. Children speak confidently and show a keen interest in sounds and letters. They enjoy pronouncing the letters in their names with more able children sounding out second names as well as first. The setting makes good use of labelling in words and pictures. This helps children develop strong early reading skills recognising that print carries meaning. Children actively help themselves to a well stocked range of fiction and reference books and they listen to stories well. Children enjoy the use of puppets at rhyme time and are keen to shout out familiar sentences. Older children draw competently and younger children eagerly make marks on paper with paint and pens.

Children's mathematical development is actively promoted. They are confident in their use of numbers as they count up to 15 beads and spontaneously call out the number of children in the line outside. Children enjoy sorting, adding and taking away with a range of mathematical resources which fosters their problem solving skills. Children discuss weight when taking part in cooking activities and talk about size when discussing their bean plants. Children learn about shapes and patterns as they take part in a variety of games such as the shape hunt.

Children are stimulated and encouraged to think about their surroundings. They discuss the weather and are fascinated as they explore the concepts of light and darkness in the dark den. Children are keen to work out how torches operate showing confidence with technology. Children display good design skills as they build with construction toys making a parachute adventure centre and competently describing its use with launching pad and chutes. However the outside play area offers limited learning opportunities for children to investigate where food comes from, experience everyday play in the fresh air and benefit from the freedom to enjoy outside play when they choose. As a result they do not grasp a clear understanding about where food comes from and aspects of their learning are not robustly supported.

Children enjoy spontaneous opportunities to express their ideas creatively in music, art and craft. They enthusiastically use paint, glue and a range of natural materials such as water and pasta. Children engage readily in role play and find out what it is like to be a family of monsters in the dark den and to be a parent caring for a baby doll.

### **Helping children make a positive contribution**

The provision is good.

Children are self assured and confident from an early age in this setting. Staff make a point of getting down to the children's level when talking with them and using their names. In this way children feel they are valued. All children take part in the full range of activities provided. Younger children readily engage in grown up activities enjoying the feeling of inclusion as they sit with their older friends and enjoy lunch together. The experienced management team are quick to recognise and act upon developmental delay. They work closely with parents and other agencies to ensure that all children are helped to participate to the best of their ability. Children show healthy attachments to staff and as a result they display a range of emotions. Younger children giggle and laugh loudly as they play hide and seek in the playhouse outside and two children initially unhappy at having to share some play people beam with pride when they are praised by staff for taking turns. Children's spiritual, moral, social and cultural awareness is fostered. However, the setting has too few resources that reflect equality and does not consistently celebrate a range of festivals from all faiths. As a result children are not developing a positive awareness and understanding of others in the local community and wider world.

Children are well behaved and polite. Staff praise children to encourage good behaviour. They are positive role models showing the children good codes of conduct and respect. Staff talk with the children about unacceptable behaviour and there is a written policy in place giving appropriate guidance to staff and parents on the settings approach. As a result children are grasping a good understanding of right and wrong.

The partnership with parents and carers is good. All children benefit from the setting's strong commitment to work in partnership with parents. During the initial enquiry stage families discuss their children's care requirements with the staff ensuring they settle quickly as their individual needs are met. Parents' and staff throughout the setting enjoy relaxed relationships. They exchange information effectively on arrival and departure to maintain consistency of care and security for the children.

Parents' have some opportunities to review and contribute to their children's learning. They receive clear information about the Curriculum guidance for the foundation stage through letters, the nurseries website, open sessions and policy documents. However, they do not have regular opportunities to meet with staff to review and contribute to their children's assessment records. This prevents them from wholly engaging in the learning process to help secure their children's individual progress. Parents' comment very positively about the setting stating that staff are 'personable', 'friendly', their 'children love attending' and they enjoy a 'good range of activities'.

### **Organisation**

The organisation is good.

Children's welfare is well supported as the setting is effectively organised. The managers and staff team work very well together. They ensure children are secure and the high staff ratio working directly with the children at each session ensures they receive plenty of individual attention and support. Staff are committed to training to continue to develop their practice and review the children's care. However, not all staff in supervisory positions are qualified to Level 3. Therefore children's overall well-being is not wholly supported. Most of the required records, policies and procedures are in place and easily accessible to provide reassurance to parents about their children's welfare.

Children enjoy this inviting environment. Compact space indoors is well utilised and provides good facilities for children to be active, eat in comfort and rest when needed. Children are independent and confident. They make many of their own choices as they self select toys from easily accessible storage units. The daily routine ensures children are supported in enjoying uninterrupted time to practise and consolidate their learning through play.

Leadership and management are good. Children benefit from the settings commitment to ensure they and their families receive a quality service. The roles and responsibilities of all staff are clearly defined with manager's actively providing positive support in delivering a well-rounded service. The manager's demonstrate strong leadership skills and are keen to develop the service. They have started to undertake a quality assurance scheme and are working with local advisors to strengthen their monitoring and evaluation systems. In this way the care and education of the children can be further developed and improved. Overall children's needs are met.

### **Improvements since the last inspection**

At the last care inspection the setting was asked to set up an appraisal system for staff, to establish records about children's allergies, to have available an operational plan, to give contact points for Ofsted to parents and to update child protection information and staff's knowledge. At the last education inspection the setting was asked to improve planning to ensure children continued to make good progress and to introduce an evaluation system to assess the strengths and weaknesses of the nursery education on offer to the children.

Documentation has been reviewed. The setting holds detailed records about children's food requirements that can easily be referenced by staff to ensure children's dietary needs are met. A parents' welcome pack has been introduced and updated. This is given to parents to ensure

they have information about how the setting operates, including details on where they can contact Ofsted if they have concerns. Manager's have established a detailed appraisal system for staff and undertake regular reviews to ensure staff are effectively supported in caring for the children. All staff have attended up-to-date child protection training and the settings procedures are effectively used to ensure children receive appropriate support if needed.

The setting have made use of outside advisors to look at their planning and have set up a system that more robustly assesses children's learning. In this way staff can more effectively support them as individuals. The setting has started to formally evaluate the positive aspects of the nursery education on offer and identify areas for development to further improve the children's care and education.

### **Complaints since the last inspection**

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

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

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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 day care and childminding.

The quality and standards of the nursery education are good.

### **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 recommendation(s):

- further improve the safety and welfare of visiting children and staff using the upstairs of the premises by reviewing emergency evacuation arrangements and risk assessment records for this area
- continue with plans to ensure all supervisors hold a level three qualification appropriate to the care and development of children.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve learning opportunities for children to investigate where food comes from, experience everyday play in the fresh air and benefit from the freedom to enjoy outside play when they choose
- improve opportunities for children to develop a positive awareness and understanding of others in the local community and wider world and provide additional opportunities for parents to fully engage in the learning process to help secure their children's individual progress.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)