

Roosters Day Nursery

Inspection report for early years provision

Unique Reference Number	218480
Inspection date	13 September 2007
Inspector	Sarah Jane Rhodes
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Registered person	Mr & Mrs Morris
Type of inspection	Integrated
Type of care	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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Roosters Day Nursery opened in 1997. It operates from six rooms in converted outbuildings in a rural location situated in the borough of Newcastle-under-Lyme, Staffordshire, close to the Cheshire boarder. A maximum of 44 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to secure enclosed outdoor play areas.

There are currently 50 children from six months to eight years on roll. Of these, six children receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs 11 members of staff. Of these, 10 hold appropriate early years qualifications and six are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good personal hygiene through clear routines which are reinforced by staff who, for example, ensure older children who use the toilets independently are reminded to wash their hands if they forget. Procedures such as staff wearing protective clothing for nappy changing and for serving food, sustain good levels of hygiene. This helps reduce the risk of cross-contamination. Children's medical needs both in an emergency and with regard to ongoing medication are met through the use of accident and medication procedures that are clear and understood by all the staff. Procedures to exclude sick and infectious children help prevent the spread of infection and keeps children healthy.

Children benefit from a diet which is generally healthy and nutritious. Younger children have access to drinks throughout the day ensuring they are not left thirsty, older children have drinks at regular intervals. The nursery provides three meals a day prepared by one of the cooks. Menus are displayed and all dietary requirements are discussed with parents and accommodated in a sensitive way. Staff sit with the children, ensuring mealtimes are social occasions. The encouragement from staff at mealtimes helps children develop a positive attitude to healthy eating and trying new foods. Staff are very attentive to the babies' needs, implementing their individual routines and encouraging weaning and self-feeding from an early age.

Children enjoy good opportunities for physical exercise, the playrooms open onto the outside play areas and all children have opportunity to play in the fresh air. Climbing equipment is provided for all ages. Older children have lots of fun using the bikes and balls or joining in with the organised races or parachute play. Children develop their physical skills and have a positive attitude towards exercise and maintaining a healthy lifestyle. Inside, babies have room to crawl and learn to stand, whilst older children enjoy action songs. All are able to rest and be active according to their needs. Children are comfortable and secure in the rest areas, supported by staff who ensure their daily routines are followed.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, adequately organised, child-friendly environment, where risks to children are limited through satisfactory safety and security procedures. Staff monitor access to the group at all times and precautions are taken by staff to ensure the outdoor areas are safe and secure. Basic risk assessments are completed regularly. Emergency evacuation procedures are fully understood by staff and are regularly practised. Staff also explain other safe practices to children such as why they should wear hats when out in the sun. This helps children remain safe and allows most children to start to develop an understanding of how to keep themselves safe.

Children use a varied range of safe, good quality, developmentally appropriate resources. These are well-presented by staff and children generally choose from the inviting range set out for the session, however, they also have access to labelled boxes stored at low-level in most group rooms.

Children are adequately protected by staff that have a clear understanding of the signs of child abuse and understand the procedures to follow within the nursery if they have a concern.

However, the nursery policy has not been updated to reflect the latest reporting route for concerns. Therefore, staff do not have a clear understanding of the latest government guidelines and contact details for reporting concerns to an investigating agency which would cause a delay if individual staff needed to report a concern themselves.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident in the setting's welcoming and caring environment. Staff make adequate use of the 'Birth to three matters' framework to guide their planning and recording of children's progress. Babies receive lots of cuddles and enjoy the positive interaction they receive from staff. They benefit from stable key worker relationships and routines which are consistent with their experiences at home. Staff know the individual children well and are attentive to their needs. The babies move around the room with confidence and explore, pulling themselves up on sturdy gates. They develop early communication skills as staff play on their level and give individual attention.

Slightly older children have positive relationships with staff and receive comfort and attention when they need support. Children play happily together and with adults, using resources such as home play props and books, all suitable to their age and stage of development. Exploration with paint and gluing activities help children to represent their feelings and ideas in a variety of ways. They show much interest as they create spiders with glue and shapes. Children's language and communication skills are promoted appropriately by staff through constant conversation and regular singing sessions. Consequently, children are learning to develop their speech and are able to express their needs confidently. There is a good range of resources throughout the nursery to promote imaginative play and children play together in small groups in the home-corner acting out using the microwave, making meals and pouring drinks. As a result, children's social skills are developing well.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a satisfactory knowledge of the Foundation Stage and adequate understanding of how young children learn and progress. Planning is relatively clear, links to the stepping stones and provides guidance to ensure a wide range of activities and experiences are provided for children covering learning in most areas. However, the lack of regular evaluation of activities and subsequent identification of the next steps in individual children's learning means that planning does not show how activities will be differentiated for children of differing abilities. Children's individual progress is recorded in the stepping stones booklet, so staff do have a clear record of children's progress towards the stepping stones to refer to. Staff use appropriate methods to maintain children's interest, sitting with children, asking questions, providing help and support and extending their play. Staff are very active in helping raise children's awareness of the community and the wider world both by giving them access to nature around them and providing strong links with the local community. Therefore, children's knowledge of the environment and the natural world is well developed. Children are challenged through appropriate questioning by the staff during some activities. Behaviour is well-managed and this results in a calm and caring environment for children. The rooms are well-organised and offer a stimulating environment with a good range of accessible resources to promote children's learning.

Children are interested, excited and motivated to learn, they happily take their turn at circle time, confident to count their friends using the 'magic stick'. A really busy room in which

children are well-occupied and persist for sometime, for example, spooning sand to fill pots with a teaspoon and using magnetic letters to make range of words with help from staff members. Children behave well, responding positively to the boundaries set. They are able to start to take care of themselves, being able to visit the toilet independently and wash their hands. Children's language skills are good. They speak clearly and confidently, sharing their experiences in one to one conversations and listen to instructions when playing together with the parachute. Children show good interest in books and enjoy sharing stories with staff. Writing skills are developing and children show good control as they draw their pictures and attempt to write their name. Some of their writing is carefully displayed as labels on the displays.

Children understand and use numbers appropriately for their age. They count up to 20 with help and are able to match numbers to objects as they count the number of cups needed for breakfast time or that 16 scoops are required to fill the bottle with sand. Children demonstrate that they understand shape and size during planned activities. They develop an initial sense of time and place through visits and exploration of the natural world which they recall through looking at photographs and discussion with staff. They have limited access to information and communication technology such as a computer.

Use of the indoor and outdoor areas help children to develop their physical skills. They move confidently, imaginatively and safely, with control and coordination. For example, marching fast and slow, taking big and small steps, moving the circle in and out, crouching and jumping. Races encourage children to move at speed whilst hopping and jumping. They ride tricycles confidently and throw and catch balls. They use tools competently as they draw their pictures and use glue sticks. Children use their imagination adequately as they play with small world play but only have limited access to the role play corner. They do have access to musical instruments and singing sessions to develop their understanding of rhythm and sounds.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals and their confidence and self-esteem is developed by staff, with use of praise and encouragement on arrival and during their play throughout the session. Children become aware of wider society through a range of avenues such as resources which include a wide range of dressing-up props, home-play equipment, dolls, small world play, musical instruments and books with positive images of gender, culture and disability. They have lots of trips into the wider community with regular visits to the local school and playgroup as well as entering items in the village show. The setting's policies promote inclusion for all children and the premises are suitable for all to access. Active support is provided for children with learning difficulties and/or disabilities and their needs are met adequately.

Children behave extremely well, and respond positively to boundaries set by staff. New children are reminded of the simple rules or expectations to join in with group activities and supported by staff as they adjust. They take turns and share and are learning to use their manners. They remind each other of polite behaviour, for example, not starting to eat lunch until everyone has been served. Younger children understand the importance of saying 'sorry' either verbally or by giving a hug when they have hurt another. Children's spiritual, moral, social and cultural development is fostered.

All children benefit from the positive partnership staff are developing with parents and carers. Children settle well because the staff work closely with parents to ensure their child's needs

are met. Parents are made aware of how the setting operates through discussion and the sharing of policies and procedures at the induction visits. Children's individual needs and routines are discussed with parents. This helps children to settle quickly and enables staff to fully meet the child's needs. Daily verbal information is exchanged with parents about their child's well-being and children in the baby room have a daily diary to keep parents informed. White boards and displays give parents information about some of the activities undertaken, however, parents rarely access the development records held on their child and have little knowledge of the 'Birth to three matters' framework which the staff use to guide these assessments and the planning of activities. This limits the staff and parents ability to work together to meet the needs of the children in an optimal way. The partnership with parents and carers of children who receive nursery education is satisfactory. Information on the educational programme is shared at the beginning of the placement and newsletters explain themes and the learning intentions behind the activities. However, a system to ensure parents receive ongoing information about their child's progress and how they can be involved in and enhance their own child's learning has not actively implemented.

Organisation

The organisation is satisfactory.

There are adequate staff recruitment and vetting procedures which ensure children are satisfactorily protected. Most staff who work with the children are qualified and additional training courses have been attended. This contributes to the quality of care and experiences provided for children. However, procedures to monitor that staff remain suitable and have access to appropriate training are not rigorous which means that potentially the manager may be unaware of issues that would effect a staff members interaction with the children. Staff are generally well-managed and there are appropriate systems in place to provide clear direction, support and leadership, for example, regular staff meetings and planning meetings take place. Most policies and procedures generally work well in practice to keep children healthy and safeguard their welfare. Appropriate guidance is given by the management to ensure that staff are clear in their roles, they work as a supportive team. There are effective systems in place for recording accidents, medication and attendance.

The leadership and management is satisfactory. Guidance and support is given by the owner and manager to ensure that the educational programme is delivered appropriately. There are systems to develop the curriculum, through external additional support provided by regular visits from the local authorities advisory teacher and visits to other local setting who provide funded education. Overall, children's needs are met.

Improvements since the last inspection

At the last care inspection the provider agreed to develop a system where children belong to a key group and are allocated to a member of staff and information about children's learning is shared effectively with parents.

Key workers are in place looking after small groups of children this is generally working well, however, a recommendation has been carried forward from this inspection to further develop the sharing of information about children's progress with parents.

The provider also agreed to improve procedures to ensure all staff are familiar with the setting's policies and procedures and devise written child protection procedures to be followed in the event of an allegation being made against a staff member or volunteer.

Staff have a generally good knowledge of the policies and sign as part of their induction to say they have read them, they look at revised policies as part of team meetings. However, a recommendation has been carried forward from this inspection to ensure the child protection policy that the staff are expected to follow is up to date as this policy does now contain procedures to be followed in the event of an allegation being made against a staff member or volunteer but not up to date external reporting procedures.

During the last education inspection the provider agreed to increase staff's understanding of the Foundation Stage and early learning goals to enable them to plan effectively and enable children to make progress in all six areas of learning.

Progress has been made in staff's understanding of the Foundation Stage and in the planning of provision to cover all six areas of learning. However, activities are not regularly evaluated to clearly identify the next steps in children's learning and actively plan for these and a recommendation has been raised regarding this as part of this inspection.

The provider agreed to raise staff's awareness of learning intentions behind activities to enable them to plan and organise space and resources and execute activities effectively and increase opportunities for children to self-select resources and initiate their play.

Staff now ensure the learning intention is clearly identified in planned activities and low-level units clearly labelled allow children to access toys not set out by staff.

Finally, the provider agreed to develop and implement effective procedures to observe and assess children's learning which is shared with parents.

Procedures are in place to observe and assess individuals learning but this is not actively shared with parents during their children's time at the nursery a recommendation has been raised to develop this further following this inspection.

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, which 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

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):

- develop further information sharing with parents to encourage them to have access to all written records about their children and develop their understanding of the nursery's use of the 'Birth to three matters' framework in organising children's activities
- update the child protection procedure to reflect the latest reporting processes following the introduction of the Local Safeguarding Children Board (LSCB) and disseminate this effectively to staff
- strengthen procedures to monitor that staff remain suitable.

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):

- develop the regular evaluation of activities to identify the next steps for the individuals involved and link the next steps to the planning of future activities allowing these to be differentiated for children of differing abilities
- actively encourage a process for regularly sharing children's progress and achievements with parents, also giving information about how parents can become involved in their child's learning in meaningful ways.

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