

# Redroofs Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	107035
<b>Inspection date</b>	09 July 2008
<b>Inspector</b>	Jan Healy
<b>Setting Address</b>	227 Kingsway, St. George, Bristol, Avon, BS5 8NT
<b>Telephone number</b>	0117 9492600
<b>E-mail</b>	
<b>Registered person</b>	Mrs Lesley Bates and Mr Roger Bates
<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 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?

Redroofs Day Nursery registered in 1989. It is situated in an extended detached house in St George, Bristol. The setting is one of two nurseries which is owned and managed by Mrs Lesley and Mr Roger Bates. The group is registered to care for up to 41 children of whom no more than 13 may be in the age range of birth to two years. The group has a staff team of eight with one floating member of staff, all of whom hold an early years qualification to level three and work directly with the children. The head of nursery holds a Certificate in Education. They are supported by a cook and an administrator. There are currently 89 children on roll, including 40 who receive funding for nursery education. The nursery operates Monday to Friday between the hours of 08.00 and 17.30. Children with learning difficulties and/or disabilities and who use English as an additional language attend the setting.

The ground floor area provides accommodation for children of two years plus and babies under two years are located on the first floor. To the rear of the nursery there is a garden for outdoor play and swimming pool. A number of pets are accommodated in the garden, with fish and a large African Land Snail accommodated in the ground floor playrooms.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

The older children are aided in their understanding about the importance of staying healthy and free from illness. They are encouraged to wash their hands when appropriate and to make use of paper tissues to blow their nose. The younger children have their nappy changed when necessary, with details being recorded for the parent's benefit. Hygiene levels are inconsistent during this time, resulting in the risk of cross-infection. The younger children sleep and rest in travel cots, having fresh linen on a daily basis. The parents are kept informed about their sleep pattern and the staff respect their home routine. The staff keep the rooms reasonably clean on the ground floor, with the use of anti-bacterial spray and the brushing and mopping of the floors. The rooms on the first floor are cleaner, including the babies sleep room. The staff keep records of accidents, risk assessing the danger to children, to eliminate injury. The staff hold a current first aid certificate, which they update before expiry.

The children have the benefit of a mid-morning and mid-afternoon snack, which is prepared by a cook employed by the provision. The children sit together with a member of staff, making for a sociable occasion during mealtimes. The staff allocate a volunteer from each table to help with the issuing of the days snack. However, the children have no involvement with the preparation of snack, for example the buttering of toast. The cook prepares a healthy and nutritious lunch for the children, with menus being displayed for the parent's perusal. The older children help to pour their own drinks whilst the younger ones are aided by the staff. Age appropriate cutlery and crockery are provided to help enhance the children's independence as this encourages them to feed themselves. There are jugs of fresh drinking water readily available for the children to drink, so they do not become dehydrated during their stay. The younger children have the advantage of using appropriate bottles and beakers. The children who suffer with a food allergy are protected by the staff as they are aware of who these children are and prevent the swapping of food.

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

The provision is satisfactory.

The premises are secure, with the adults being requested to keep the gate closed at all times and the entrance is locked to prevent the access to unwanted visitors. The older children have access to the ground floor where their play takes place. There is one large playroom, which is divided into two when necessary with the use of sliding doors. The room is very bright, with the fitting of strip lights, which appears quite harsh. The premises are not comfortably maintained during re-decoration resulting in no blinds or curtains fitted to the windows, therefore, the children are not protected from the glare of direct sunlight. The book area is sparse and although there is a low-level sofa and bench, it is not enticing for the children. Two other smaller rooms are used on occasions, for example, for small group activities. The playrooms are reasonably clean, but the linoleum is marked and torn in places. The younger children have access to the first floor, where their play takes place in two playrooms, which are clean and child friendly. They play in contentment as there are curtains fitted to the windows and a fan is in use to ensure their comfort. There is a suitable sleep room with the temperature being monitored and an area where nappy changing takes place, both of which are pleasant and cosy. There is a book area on the first floor, however, the children are not enticed to choose a book as they are upside down, back to front and some are in disrepair.

The children have the benefit of sitting on chairs that are suitable for their height and sit at low-level tables for play, aiding their comfort. There are three low level toilets so the children are able to make use of them without adult supervision. However, there is a lack of privacy and paper tissue is not available in all toilets, which has a negative impact on children's personal hygiene. There are three low-level sinks and a soap dispenser, which the children use competently. However, one hot water tap does not work and although a second one is operational it is partially broken. The bathroom contains two photographs of a child using the tap and washing their hands. There are no other pictures, posters or paintings, so it is not a very child friendly to enter. The younger children have the benefit of age appropriate furniture, including highchairs and suitable toys, which aid their development. Gazebos in the outdoor play area allow the children to play outside during inclement weather.

The staff take appropriate measures to ensure the children remain safe whilst in attendance. Smoke alarms are fitted, which are regularly checked so the staff are swiftly informed of impending danger. The children take part in a fire evacuation procedure so they are familiar with the leaving of the premises without delay. The younger children are taken off the premises by the staff. The entrance is monitored and the staff check the identify of visitors for the children's safety. The children are protected from adults who are not vetted and they are appropriately supervised at all times. Safety gates are fitted, so the children do not climb the stairs without adult supervision. The children do not enter the kitchen unaccompanied for their safety. There is a strict policy with regard to the outdoor swimming pool as the staff are very aware of the danger water can pose.

The staff have sound understanding about child protection procedures with a designated person taking responsibility in the event of a concern being raised. They are aware of the possible signs and symptoms of abuse and neglect and most staff know the procedure to follow should a child's welfare be in doubt. But not all of the staff are aware of the procedure to follow in the event of an allegation of abuse being made about them.

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

The provision is satisfactory.

The younger children share a warm and secure relationship with the staff, who know the children well. There are two playrooms, with the children opting where they prefer to play. There is also a sleep room and a nappy changing area. They enjoy messy activities, including beans and gloop. The staff are familiar with the Birth to three matters framework planning a varied range of play opportunities, which hold the children's interest. The children have the benefit of using all their senses as there are soft lights, different musical instruments and they taste various foods. One playroom is fitted with a carpet for comfort, whilst the second playroom is fitted with a wooden floor, which is easily cleaned after creative play. The staff speak kindly to the children understanding their emotional needs.

### **Nursery Education**

The quality of teaching and learning is satisfactory. The staff hold suitable qualifications in early childhood education and have various years of experience in caring and educating young children. The children are taught on a one to one basis, when for example, they are being instructed about the use of a computer. They also work in small groups when making scones and icing biscuits. The whole group often gather together for story but the book area is not enticing to the children, therefore, they rarely enter this area of their own accord. The staff spend the majority of their time sitting at the children's level and they frequently join in with

their play, but the raised noise level is detrimental to the children's learning with both the children and the staff raising their voices to be heard. This makes concentration difficult and results in the deterioration of behaviour. On occasions, the children are not actively taking part in play opportunities available as they run around the playroom screaming. They appear to be having fun as their friend is running after them but this is not conducive to a calm and relaxing atmosphere. The outdoor play area is an asset to the setting. The garden is divided to include a pet corner, undercover space for inclement weather and a swimming pool. There is space for the children to ride wheeled toys and to dance to music. The staff are familiar with the Foundation Stage curriculum and plan for the children's learning. The planning, however, does not contain an appropriate learning intention, which means that some of the staff do not know what the children are attempting to achieve. Differentiation is not planned for, for example, for the children who differ in age and ability. This results in the level of activity not always being suitable for all the children in attendance. A simple evaluation is made about each activity to inform the next step of learning. The children each have a key worker with the parents reporting that they clearly know who this person is. This enables them to approach this member of staff if they have a query. Some of the children take part in activities outside of the provision, such as dance classes, and as this is of interest to them, the staff allow them the time to demonstrate what they know and understand. The staff encourage the children to try new experiences, including the feeding and caring of the African Land Snail.

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

The provision is satisfactory.

The staff are aware of the importance of providing equality of opportunity to all the children in their care. Therefore, both the girls and the boys have equal access to all the toys and resources available. They have resources that reflect positive images of gender, age and ability. There are few images of diversity, however, within the playrooms, although a welcome poster is displayed, which is written in many different languages.

The staff are aware that there are some children who have a learning difficulty or disability. A member of staff acts as the designated person and works closely with the children and the parents to encourage progression. Written details are retained, taken via observation to identify specific difficulties, but no account during planning is made of this to fully ensure children's needs are fully met.

Spiritual, moral, social and cultural development is fostered. The older children behave reasonably well most of the time; however, the noise level is too high, resulting in the children's lack of concentration and at times, misbehaviour. The staff speak to the younger children very kindly and they share a warm and generous relationship with the children going to them for a cuddle and comfort. The older children like to have responsibility and volunteer for tasks, such as helping the staff to mop and dry the playroom floor. They enjoy being the day's helper, which contributes to their self-esteem. They aid the staff during snack counting how many biscuits are required and passing the plate of biscuits round.

The parents visit the setting prior to the attendance of the children, and a negotiable settling in procedure takes place, for the benefit of all. Policies and procedures are located in the entrance hall, which the parents peruse at their leisure. They also have the benefit of being provided with a prospectus, containing relevant information about the provision, but the telephone number for the complaints line is incorrect. Photographs of the staff, their role and level of qualification are mounted in the entrance hall. Personal details about the children are sought from the parents and are stored confidentially. The parents are requested their written

permission, for example, for the children to access the swimming pool and for the administration of medication.

Partnership with parents is satisfactory. The parents are welcome to come into the setting and to settle the children before leaving. The parents are requested for their thoughts and opinions about the children's progress. However, this is not fully considered in planning for differentiation, as the information received is not thoroughly made use of. The parents report that they are able to look at their children's records of achievement at any time, which are kept in folders clearly labelled with their child's name, furthering confidentiality. Each child shares a draw with another, where they keep the drawings that they have completed during the day. The children proudly show these to their parents upon their arrival. There is written information about the Foundation Stage of learning and about how the parents can help further the children's learning at home. A parents evening held annually and daily contact with the staff keeps them informed about the children's progress or about any concerns noted.

## **Organisation**

The organisation is satisfactory.

Leadership and management are satisfactory. The person in charge holds a teaching certificate and has many years experience of working with young children. There is, however, a lack of vision to improve the quality of care and education. The aims of the operational plan, which includes all the provisions policies and procedures, are not all reflected in practice. The children are reasonably monitored towards the early learning goals, but as there is a lack of differentiation in the planning. Therefore, the children are not fully engaged in their learning. The ground floor rooms are not organised to their maximum, creating an unnecessary level of noise, leading to a deterioration of the children's behaviour. Areas such as where the books are located and the home corner lack interest and are rarely used by the children. The outdoor provision, however, is an asset to the children who thoroughly enjoy their physical play. The person in charge encourages the staff to work as a team and is committed to the forming of positive relationships with the parents. Twice annual appraisals take place, which reveal training issues, which are sought, for continual development.

The setting meets the needs of the range of children for whom it provides. The staff keep written details about the times the children arrive and depart so they are accounted for in an emergency. All the staff are vetted and the children are appropriately supervised. The children's records are stored confidentially to protect their personal details and they are shared on a need to know basis. The staff hold a suitable qualification and continue to update their knowledge and understanding with regard to early childhood education through the attendance of training courses. The adult to child ratio is maintained, with the extra provision of a cook and administrator being employed. Contingency arrangements are in place for staff absences and emergencies. All records are readily available for inspection and are retained for a reasonable period of time, so historical checks can be made.

## **Improvements since the last inspection**

At the previous inspection, the staff were requested to gain sufficient guidance to avoid missed opportunities in the children's learning, through the development of monitoring the planning more closely. This is not fully met as there is a lack of differentiation when taking into consideration the children's age and ability. Therefore, the level of activity is not always suitable for all the children in attendance. The staff were also requested to ensure the toys and play

materials were routinely cleaned. This also has not been fully met as the playrooms on the ground floor are only reasonably clean, for example, the linoleum is marked in places.

### **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):

- ensure a consistent nappy changing routine helps prevent the spread of illness and infection
- encourage the children to help in the preparation of snacks, to further their independence
- ensure that premises are suitably maintained at all times for the comfort of all children, for example, protect the children eyes from direct sunlight on the ground floor
- improve the bathroom facilities for the younger 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):

- develop the book area so it is enticing for the children to enter
- cultivate the children's creativity and imagination in the home corner by providing them with props and resources to help further and sustain their ideas and interest
- ensure the planning contains a learning intention that the children are able to work towards and plan for differentiation
- re-consider the organisation of the rooms and routines in order to enhance children's concentration through the reduction of noise level.

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)