

Rosie's Little Blessings

Inspection report for early years provision

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Inspection date 20/01/2010
Inspector Lynn Reeves

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Rosie's Little Blessings was registered in 2009 and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery is located in the Rowner area of Gosport which is close to local schools and shops. The children in the early years age range are cared for on the ground floor of the property and the out of school club meets on the first floor of the premises. The setting has a secure outside play area.

The nursery is registered to provide care for 38 children in the early years age range within the main nursery, and 10 children in the out of school club. Opening times are 6.00am until 8.00pm all year round and children can attend on a full or part time basis. Currently there are 72 children on roll, of which 60 are in the early years age range. There are 12 members of staff, of whom 11 hold relevant child care qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The owner of the new nursery and the manager are working closely together to drive improvement. Most policies and procedures are implemented effectively, ensuring they are able to support the children's learning and development as they progress towards the early learning goals. The organisation of the setting and some of the documentation still need some improvement and the staff have yet to develop systems to self-evaluate its own strengths and priorities. Strong partnerships with parents of children who attend are being developed, ensuring each child's individual needs are being met.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the organisation of the learning environment to enable children to select and use activities and resources independently
- extend current format of planning to include identified next steps of children's learning across all areas of the nursery
- ensure all staff are fully aware of the safeguarding children policy and procedure
- develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- maintain the daily registers in each room with actual times of arrivals and departures

The effectiveness of leadership and management of the early years provision

Children are being safeguarded because sound recruitment and vetting procedures are in place. Most staff have a secure knowledge of the child protection procedures and know how to implement them to safeguard the children. All visitors to the nursery are required to go to the main reception area and sign in and out of the visitor's book. Daily registers are taken of the children and staff in attendance, however, these are not being accurately recorded with the time they actually arrive and depart. Risk assessments are carried out to ensure the premises are safe and secure for the children and undertaken daily to ensure children are kept safe. For example, due to the recent snowy conditions, the owner decided not to let the children play outside because of the ice. However, she used the available storage trays and equipment to bring some of the snow indoors to let the children experience playing with the snow and promote their curiosity and learning.

The records of accidents and incidents kept by the nursery are thorough and enable staff to monitor children's welfare. Through discussion the owner explained what her vision is for the nursery and how she is working on improvements, for example, ensuring that all resources are clearly labelled and how she supports the staff, however, there are no written records to see if the procedures are effective. Staff attend team meetings to share expertise and are encouraged to attend regular training. Staff are well deployed to maintain good ratios and support the children in their learning and play. The learning environment is bright and colourful with children's own creations and photographs displayed promoting their sense of belonging. The sessions run smoothly and the wide range of resources help children to be actively involved, however, some pictures and resources are often positioned high on the wall or shelving where the children can not view them easily, limiting their opportunities to extend their knowledge.

Equality is promoted well within the setting and all children's individual needs are being met. They use a range of multicultural resources to learn about other cultures and beliefs and take part in planned topics and themes celebrating festivals. Positive images of ethnicity, gender and disability are displayed around the nursery. Procedures are in place to support children with individual needs and staff are skilled at differentiating the activities to ensure all children are involved and gain the most of what is on offer.

Children benefit from the good relationships between the nursery staff and their parents. Information is shared openly and parents are encouraged to be involved in their children's learning. They have access to their children's records at any time and are able to make written contributions about their children's learning in the setting and at home. Newsletters and notice boards are used to keep the parents fully informed about developments and activities within the nursery. Daily diaries are used to share information about the children's diet, sleep routines, day to day activities and general well-being during the day. Parents questionnaires are used to seek the views of parents and open evenings are being held to build relationships. The owner has stated she has yet to develop systems to share information with other providers of the Early Years Foundation Stage (EYFS), however, she has

plans to write to all the local schools to ensure the children's care, play and learning in one setting complements another.

The quality and standards of the early years provision and outcomes for children

All children in the nursery have fun and enjoy a wide variety of activities and experiences to promote their learning and development in all six areas. The staff team have secure knowledge and understanding of the EYFS; in all areas of the nursery staff observe the children at play, then plan and resource activities with children's interests in mind. However, the planning in the toddler room is not being recorded effectively to identify the children's next steps. Staff ask open-ended questions to extend the children's learning and encourage the children to think about what they are trying to achieve. For example, children decorating paper dinosaurs use an assortment of different sized buttons and talk about the lines of patterns they have created. Children are able to play alone if they wish to, or sit and read books independently. They enjoy playing with their peers in the sand tray, or play in small groups in role play. Staff sit down on the floor with the children, becoming involved in their play when asked or standing back to let play develop. Children's physical development is being promoted well. They have opportunities to play in the garden and laugh and screech as they make a lot of noise banging the pots and pans attached to the wire fencing. Children have access to wheeled toys, climbing equipment and enjoy gathering the leaves up into their wheelbarrows.

Children practise climbing through tunnels and really enjoy the new adventure bear cave that has been created in the pre-school room. They count at every opportunity and enjoy role play and art and craft, expressing themselves freely as they create their own ideas. They learn to mark make from a very early age as they use resources such as sand, chalks, crayons and paint and use various media such as gloop, water and shaving foam. Very young babies smile and giggle as they pick up the dry and cooked pasta, squishing the pasta through their fingers and laugh as they see themselves through the reflection in the mirrors. Toddlers enjoy decorating their "Family Faces" with ribbons and feathers and enjoy sitting in small groups for story telling sessions. Children use electronic and programmable toys and have access to musical instruments.

Pre-school aged children are developing good self-care skills as they attempt to put on their hats and coats for outdoor play and visit the toilets independently. Good hygiene procedures are implemented to help prevent the possible spread of infection. Children are beginning to learn about the importance of eating food that is good for them and a healthy lifestyle. They have access to the secure garden throughout the day to ensure they reap the benefits of the fresh air and talk about how exercise is good for their bodies. Children take part in activities to further develop their understanding of a nutritious diet. For example, they take part in food tasting activities and are provided with a good selection of healthy options for snacks and meals. Older children are encouraged to pour their own drinks from the water jugs and they talk about the germs they have just washed off their hands. Children learn how to keep themselves safe through discussion and the consistent

rules and boundaries implemented by staff. For example, children know they must not run in the nursery or stand on the chairs in case they fall and hurt themselves. They learn how to handle scissors correctly. Children and staff practise regular fire drills to ensure everyone knows what to do if they have to evacuate the building in the event of an emergency.

Children are well behaved because they are busy and occupied in activities throughout the day that reflect their own interests. Staff implement clear rules and boundaries consistently, so the children know exactly what is expected of them. The nursery has introduced a reward system for the children to encourage them to help others, be kind and to help with the tidying up. Children are beginning to show consideration for others as they share and take turns with ease and help settle the new starters. The staff effectively involve and include children in activities, encouraging them to work together in a cooperative way, for example, sharing the electronic games.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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