

Redroofs Nursery

Inspection report for early years provision

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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*.

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Description of the setting

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 are registered to care for up to 41 children of whom no more than 13 may be in the age range from birth up to two years. The nursery is registered on the Early Years Register. The group has a staff team of nine with one floating member of staff, all of whom hold an early years qualification to level 3 and work directly with the children. The head of nursery holds a Certificate in Education and the deputy has qualified teacher status. They are supported by a cook and an administrator. There are currently 77 children on roll and the nursery receives funding for free early education for some two-, three-, and four-year olds. The nursery operates Monday to Friday between the hours of 8am and 5.30pm. Children with special educational needs and/or disabilities and who learn English as an additional language attend the setting.

The ground floor area provides three rooms for children under the age of two years and a large playroom for children aged two to under five years. Both areas offer free flow to a secure outdoor area which includes a garden for outdoor play, a decking area for younger children and a swimming pool. A number of pets are accommodated in the garden, including a rabbit, terrapins and a large African Land Snail accommodated in the ground floor playrooms.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have their individual needs well met in the nursery by caring, consistent adults who have a good understanding of their individual needs. Children's welfare is fully protected and their good health is generally well promoted. Children make good progress overall in their learning and development in the six areas of learning. Partnership with parents is extremely positive and regular information sharing ensures they are aware of their children's all round welfare and development. Adults working in the nursery evaluate the provision and have clear action plans in place to make ongoing improvements. This demonstrates their commitment to enhancing outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further children's good healthy by developing their understanding of hygiene routines, especially with regard to independent toileting and nose blowing
- improve opportunities for children to feel proud of their achievements

- through displaying their own art work independently at low level
- develop further opportunities for children and families to value and respect the linguistic diversity of their peers, through dual language labels and displays that reflect the backgrounds of the children attending.

The effectiveness of leadership and management of the early years provision

Children's welfare is protected by adults who have a good understanding of child protection issues and the procedures to follow should they have concerns about a child in their care. They have all recently reviewed and updated their knowledge of the safeguarding policy and this means they are confident in their knowledge of the procedures to follow. Recruitment procedures are robust and ensure that all adults having access to children are suitable. Induction procedures are clear and enable new staff to have a clear understanding of their roles and responsibilities in the nursery. Children's safety is a high priority and adults check the premises daily for possible hazards to the children, both indoors and out. Any potential hazards are reported immediately and prompt steps are taken to minimise and remove them. Children's welfare and safety is fully promoted.

Children play in a well organised nursery where they have access to a wide range of interesting toys and equipment that they can independently select. The playrooms are organised into clear learning areas and this means children are confident in accessing the activities they wish. High adult to child ratios and effective staff organisation mean children are mainly well supported in the nursery. Older children are able to access the outdoor area in all weather and re-organisation of the younger children's playrooms, mean they have more access to fresh air and their own outdoor environment. Children have outings in the local community and this helps them learn about their locality. They have access to a good range of resources and activities that help them develop respect for the lives of others. Children for whom English is an additional language are well supported in the group. However, the labels around the nursery do not celebrate and reflect the diversity of all the backgrounds of the children attending to help fully promote their self-esteem.

Children benefit from the positive partnership with parents as they have their care needs respected and are cared for in line with parents' wishes. Parents receive regular information regarding their children's daily routines, the activities they participate in and forthcoming events and topics for learning. Monthly exchanges of information regarding their children's learning and development mean parents are able to review their children's progress and agree future targets for their development. Adults work well with outside professionals supporting children's progress in order that they receive consistent approach to their learning. Links with the local feeder schools have been established to aid children's transition to school, and for those children that attend other early years settings; systems for information sharing are being established by their key workers.

Adults evaluate the provision and clearly identify areas for future improvements. They have attended training and have subsequently implemented new ideas into

their practice, which in turn has provided children with new experiences in their educational programme. Staff meetings are used to discuss current weaknesses in practice and to put in place plans to improve these, as well as having appraisals for individual staff. Adults have made improvements since the last inspection and this demonstrates their commitment to enhancing outcomes for children.

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

Children enter the nursery and settle quickly, as they are warmly greeted by familiar adults. They demonstrate a positive attitude towards their learning as they are keen to engage in the activities and confidently initiate their own play. Children operate simple computer programmes with ease; they use the mouse and navigate around the screen. They are able to select programmes for the internet and confidently discuss what they are doing. Children talk with confidence both with their peers and adults and use a widening range of vocabulary to express themselves. For example, children talk about the models they are making in the craft area and the materials they are using. Children engage in role play based on first hand experiences - they feed the dolls and rock them to sleep in the buggy. They use the equipment well to support their imaginative play. Children develop their awareness of number as they recognise numerals to 10 out of sequence. They count the number of children sat at the snack table and solve simple problems, as they find out how many cups they need for everyone. Children begin to recognise initial sounds in letters as they engage in interactive games to help develop this. They begin to recognise simple words, such as the days of the week and their own names. Younger children enjoy exploring the 'sound' room, where they are able to investigate various musical instruments. They are encouraged by adults who are enthusiastic and help develop their confidence. Children are well supported by adults during their play and their good questioning skills encourage the children's thinking and problem solving skills. For example, when a child builds a tower and it falls down, he is encouraged to find another way to build it so it will not be so wobbly.

Children have access to a varied range of interesting adult-led and child-initiated activities that help them make good progress towards the early learning goals. They have extremely good opportunities to develop their skills in information, communication technology, including taking photographs, using sound stories and computers. This helps them develop good skills for the future. Adults observe the children at play and these are detailed in showing what children know, understand and can do. These are used to set up individual learning plans and help children move onto the next steps in their learning and development. Evaluations are carried out to monitor children's progress towards their planned targets. The learning environment is well organised and inviting to the children. However, although children's own art work is displayed, this is not at the children's level to encourage them to display their own work and to fully develop a sense of pride in their own achievements.

The outdoor area is well used to promote children's learning in all areas. Children

have opportunities to engage in physical play, as well as grow herbs to encourage their senses, grow plants and vegetables to increase their awareness of how things change over time. They have opportunities to swim in the swimming pool, develop their large motor skills on the climbing frame and trampoline and to develop balancing skills. Children are keen to go outside in all weather and demonstrate a positive attitude towards fresh air and exercise. Children develop their awareness of healthy eating through the nutritious snacks and meals they enjoy in the nursery. They are encouraged to develop their understanding of hygienic routines, although this is not consistently reinforced when they use the toilet or blow their noses independently. Children have opportunities to learn how to keep themselves safe. In the garden they learn about road safety with the use of traffic lights and signs. They enjoy taking responsibility in the group when they are the 'Ranger' for the day and demonstrate their understanding of the rules of the group when they tell their peers not to run indoors. Children are extremely well behaved in the group and adults are good role models to them. They are polite and respectful to one another and the children, and this helps the children develop respect for their peers. Children, therefore, play well together and share and take turns.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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