

Redbourn House Nursery School

Inspection report for early years provision

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Inspector Hilary Preece

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Type of setting Childcare - Non-Domestic

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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

Redbourn House Nursery School is a privately run setting. It opened in 1989 and registered under the current management in 2007. It operates from six rooms on the ground floor, a parent room/library on the first floor and a storage room/staff room on the second floor. This is in a converted building in the village of Redbourn, close to St Albans. Children come from a wide catchment area covering Hertfordshire and Bedfordshire. All children share access to a secure enclosed outdoor play area.

The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 94 children may attend the nursery and holiday play scheme at any one time. The setting is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are currently 62 children aged from two months to under five years on roll. The nursery supports children with special educational needs and/or disabilities.

The nursery employs 12 members of staff. The majority of staff have appropriate early years qualifications. They include two qualified teachers, two Early Years Professionals and one member of staff holds a Foundation degree. Four staff members hold level 3 qualifications in childcare, one holds a level 2 and two are training towards level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is an inclusive setting where all children are well cared for in a stimulating learning environment. The setting works well with parents and external agencies to ensure that children receive the support that they need to make progress. Children make good progress in their learning and development, overall. However, opportunities for exploration and investigation are restricted due to ongoing work to improve the outdoor area. The setting regularly evaluates its provision and knows what needs to be done to improve. Recommendations from the last inspection have been addressed, reflecting the setting's good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure consistency in planning and record keeping, so that all plans identify provision to meet individual children's needs and all key persons regularly update children's progress in their learning journeys.
- develop outdoor provision in order to provide more opportunities for exploration and investigation.

The effectiveness of leadership and management of the early years provision

Good policies and procedures are in place to safeguard children. All staff are trained in safeguarding and have a good understanding of procedures to be followed should they have concerns about a child. Staff are thoroughly checked to ensure their suitability to work with children. Risk assessments are carried out annually and for trips. Daily health and safety checks help keep the learning environment safe. Regular fire practices ensure that children are familiar with the procedures for safe emergency evacuation of the premises. The premises are secure and visitors' identity is checked before gaining access. Accident and medication records are well maintained. Eleven members of staff hold appropriate first aid qualifications and are trained in the use of the epi-pen, so children are well protected in a safe and secure environment.

The new dynamic manager and her deputy provide strong leadership for an effective team who share the vision of providing a caring and educational environment where children learn and thrive. The self-evaluation process, regular quality management checks and audits help secure well-targeted improvements for the provision. These include developing stronger links with external agencies and developing the learning environment both indoors and outdoors to provide better outcomes for the children. The recommendations from the previous inspection have been fully addressed. Home corners and role play areas are developed through children's own interests. Daily records of children looked after on the premises indicate the names of staff who look after them, children have better opportunities for active physical play and parents are better informed about the curriculum.

Staff promote equality and diversity well. Children with special educational needs and/or disabilities are well supported. The special educational needs co-ordinator liaises well with outside agencies to ensure children receive the support they need to make progress. Children celebrate various festivals and have access to a range of multicultural and disability resources which help develop their understanding of differences. The pre-school children benefit from weekly French sessions by a French teacher. A complaints procedure is available should parents wish to make a complaint.

The setting is well resourced with good quality resources which contribute to good outcomes for children. For example, babies play in the ball play area and explore natural materials. Staff are highly qualified and well deployed to ensure children are well supported according to their needs.

The setting has developed good relationships with local primary schools to ensure the children have the best transition possible. The setting also works very closely with the local Children's Centre who support with staff training, share resources and allow access to their sensory room. The setting is currently working with the village community towards an Olympic event in the summer, to provide a week of activities for young children. They worked in partnership with the Parish council to provide a Christmas tree for the village and are working with the local community

to create a community carol sing-a-long.

Good relationships are maintained with parents who are pleased with the provision because of the 'caring atmosphere', 'warmth and friendliness of the staff' and 'the children love it'. Parents are kept well informed about the setting's activities and their children's progress. The parents' forum and parent questionnaires enable them to express their views about the provision. Parents are encouraged to contribute to their children's learning and development. Termly parents' evening provide opportunities for parents to discuss their child's progress with their key person.

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

Children are well cared for in a stimulating learning environment. Key persons observe the children and identify their next steps, which are generally well documented in children's learning journeys. This information is used to plan suitable purposeful activities for the children. However, not all children's individual next steps are consistently identified in planning. Adults support and extend children's learning well. As a result, babies and children make good progress, particularly in their communication, language and literacy skills and personal, social and emotional development. Pre-school children thoroughly enjoy a music session with the music teacher, singing jingle bells accompanied by bells. Babies join in with Christmas songs, shaking their maracas and tapping their feet to the beat.

Babies and children feel safe because of the strong attachments they have with their adults. Babies confidently explore their surroundings and choose what objects they want to play with. Staff model safe behaviours and are positive role models for the children. Children's dietary and medical needs are observed during mealtimes with individual placemats indicating specific requirements. Children are taught well about road safety and wear high visibility jackets for their trip to the library.

Children are offered a nutritious organic menu which is regularly reviewed by the chef and the management team, taking into account children's preferences. They are taught about healthy eating, safe sun practices and have developed good hand washing routines. Children have daily access to the outdoors where they have good opportunities for active physical play. However, opportunities for exploration and investigation are currently restricted due to the on-going work to improve the play area. Babies participate in a musical exercise programme. Their' home-sleep routines are followed, and toddlers sleep as and when needed but are encouraged to sleep after lunch. A quiet area is provided for sleep if required by the other children or requested by parents. This means that children's physical health and emotional well-being is well promoted.

Children are well behaved because of the positive relationships they share with their adults. Rules are applied consistently so children are aware of clear boundaries. Staff are skilled in managing children's behaviour and praise good behaviour. Children play well together, share and help each other. They serve their

own lunch, scrape their plates and put them away after meals. They select their own resources and help tidy up the setting. Children develop a sense of community as they participate in various charitable events and participate in village events, such as the annual Village Festival.

Children and babies are well prepared with skills for the future. The 'Every Child A Talker' programme supports staff in promoting and extending children's language skills. Babies respond well to music and begin to communicate with their adults. Children have access to a wide variety of books and visit the library for story sessions and to choose their own books. They talk excitedly about their visit to the library. Mark-making workshops enable children to experiment with a wide range of media and resources. Nursery children paint the fence with water, water the lawn and share books outside. Adults take every opportunity to develop children's problem solving and numeracy skills. For example, children think about suitable weather resistant materials they would use to make decorations for the village Christmas tree. A wide range of information and communication technology equipment support children's learning. For example, computer programs, digital cameras and programmable toys. Visits to the local area and visitors to the setting, help children develop a good knowledge and understanding of the world. They visit the butchers, florist, dentist and the primary school and have benefited immensely from visits from the vicar and parents.

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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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