

Radmoor Day Nursery & Annexe

Inspection report for early years provision

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Inspector Emma Spooner

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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*.

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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

Radmoor Day Nursery & Annexe is run by Loughborough College of Further Education. It opened in 1996 and operates from the college campus site in three mobile classroom units. Two of these units are used for children in the early years age group, the other is used for the after school club. It is situated on the college campus in Loughborough.

A maximum of 105 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. The annexe provision opens from 8.45am to 6pm for 36 weeks of the year. There are currently 155 children on roll, of these 115 are aged from four months to five years. All children have access to secure outdoor play areas. The nursery provides funded early education for three-and-four-year-olds. Children come from the local and surrounding area, with some parents attending the college. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 26 members of staff. Of these, 21 hold appropriate early years qualifications to level 3 and a further 5 members of staff are qualified to level 2. The nursery manager holds Qualified Teacher Status and one member of staff holds Early Years Professional Status. The nursery benefits from support from the local authority and is a member of the National Association of Private Day Nurseries.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children of all ages are settled and relaxed within this warm and welcoming nursery. The enthusiastic and knowledgeable staff have a clear understanding of each child's starting points and next steps, ensuring that children make good progress in all areas of learning and development. The promotion of children's welfare is a key strength overall, which means that they play and learn in a thoroughly safe and secure environment. The manager and staff team are passionate, dedicated and visibly enjoy working with children and their families. Strong partnerships with parents, local schools and other agencies ensure that the needs of all children are met, along with any additional support needs. Staff embrace the process of self-evaluation and there is a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that planning highlights the specific skills and objectives required in order for children to achieve the next step in their development

- improve opportunities to learn about and embrace differences in the languages spoken by the children who attend the nursery.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given exceptional consideration. Staff prioritise children's well-being and are extremely confident to ensure the effectiveness of procedures that relate to safeguarding and reporting child protection concerns. Robust infection control measures and detailed risk assessments ensure children's health, safety and well-being are particularly well considered. For example, effective signing-in systems for children and adults are in place. Also a detailed risk assessment for all areas of the premises and outings ensure potential hazards are easily identified and dealt with. Robust recruitment and vetting procedures ensure an excellent calibre of staff are recruited. Thorough induction processes enable them to settle into the established existing team and nursery routine.

Staff are very knowledgeable about the Early Years Foundation Stage and use this effectively to support children in all areas of their learning. The environment is well organised and accessible to children. For example, the six areas of learning are easily identified and resources are stored so that children access them independently. This is also supported by the open plan nature of the main building. Therefore, children thrive and make good progress in their development as they regularly self-challenge and revisit previous activities. Children with special educational needs are offered sensitive support by staff who have a very positive attitude towards inclusive practice. They are confident to and readily adapt activities to ensure equal access for all children.

The manager and staff implement effective systems for self-evaluation, identifying the key strengths and weaknesses of the nursery. The challenging but realistic targets for improvement enhance outcomes for all children. For example, the further development of the outdoor area to include specific resources for babies. Staff have regular opportunities to reflect on their performance and identify training needs through regular appraisals. Recommendations from the last inspection have been addressed promptly to improve opportunities for children to develop their independence at meal times.

The nursery staff form close working relationships with parents and carers and obtain useful information about each child, such as their individual routines, interests and experiences. This means that parents' wishes and children's individual needs are effectively met. Parents are kept well-informed about their child's progress through informal meetings with the key person and sharing their child's learning journey. Parents are highly complementary about the use of a diary to provide detailed information about their child on a day-to-day basis. Effective relationships with other professionals are established and contribute well to supporting children's welfare and learning. An effective equal opportunities policy is reviewed regularly and supports staff well. Children are effectively supported during transitions within the nursery and onto school due to the commitment of the staff and are a key strength of the nursery.

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

Children enjoy learning and therefore make good progress and develop good skills for the future. Children are articulate and engage well in conversation both with other children and staff. For example, children talk about the rules of the game as they play with buckets and large plastic building bricks in the garden. Staff have a wonderful rapport with children and are confident to support and extend children's spontaneous play. For example, children who enjoy playing with cars are encouraged to make tracks in the sand and ramps for them to roll down. Staff engage in continuous observational assessments and use these to promote their next steps in learning and development, although these are not always clear in the planning. Children think critically, enjoying using numbers for counting and problem solving in practical contexts, such as role play in the kitchen. They enjoy independent access to books and mark-making materials, and increasingly recognise letter sounds and their names. The development of information and communication technology skills is effectively supported throughout the nursery, with the computer being a particular favourite with the older children. Babies and younger children are provided with electronic toys, such as pretend telephones and shop tills and all children enjoy using the remote control toys.

Children behave in ways that are safe for themselves and others and the attitude of staff with regards to risk assessment and management is key to the children developing an excellent understanding of dangers and how to stay safe. Children are provided with appropriate tools when working with different materials. They can be observed talking to each other about how to hold the tools and how to store them safely. Children in the recently built den remind others that the wooden toadstool is wobbly and that it is not for standing on, it is then checked and others agree. Children demonstrate a strong sense of belonging throughout the nursery and are confident during times of transition. This is because staff have developed highly effective systems to support children during these times and allow them time to explore and investigate their new surroundings. Children draw their own face as part of a self-registration system and use it as a starting point for discussions about their feelings.

Children's behaviour is exceptionally good as they are taught to be kind, gentle and to share. They can be seen reminding each other how to behave and respond very well to gentle prompts from members of staff. Children play well on their own and cooperatively with each other. For example, when playing in the garden children role play walking a pretend dog together and taking him to the vets. They enjoy many opportunities to be part of their community with visits from the fire service, police and local environment officers. They also participate in fundraising events to support charities and frequently use the facilities of the surrounding local colleges. Children are beginning to learn about difference and diversity in the world around them, including the benefit of guide dogs and braille for the visually impaired. They learn about various cultural and religious festivals throughout the year. Children use resources that positively reflect their multi-racial society and benefit from having members of staff who are from different cultural backgrounds.

However, the resources available to represent the linguistic diversity of the children who attend are limited.

Children become increasingly independent in taking care of their personal needs. They wash hands appropriately as they are aware of germs. Staff have excellent procedures to minimise the risk of the spread of infection. Children relish their main meal, which is freshly prepared, and enjoy a variety of healthy snacks. They access fresh drinking water independently throughout the day to ensure they remain hydrated. Children have a good awareness of the need for physical exercise and the effect it has on their bodies. They reap the benefits of daily opportunities to be active outside in the fresh air where they ride bikes, climb, slide and play with sand, balls and pushchairs.

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	1
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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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