

Roosters Day Nursery

6 Brassington Terrace, Den Lane, Wrinehill, Crewe, Cheshire, CW3 9BT

Inspection date	16/11/2012
Previous inspection date	01/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- There is a strong drive to deliver the best learning and development opportunities, allowing children make good progress.
- Children feel safe and secure within the setting, supported by loving relationships with their key person.
- The systems for self-evaluation take into account the views of all stakeholders to drive improvement and identify strengths.
- The well-established staff team work effectively together to plan and provide a broad range of purposeful play and learning experiences for all children.
- Children have a strong sense of belonging in their community, and understand the world in which they live.

It is not yet outstanding because

- Staff do not take all opportunities to promote independence and self-care skills at meal and snack times.
- Contributions from parents are not always demonstrated in individual learning journeys.
- Systems for demonstrating daily healthy and safety checks are carried out are not yet robust enough.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with children, and joined their activities to understand their enjoyment and engagement in the setting.
- The inspector observed activities in the main three main playrooms, outside and in the dining room.
- The inspector looked at children's observations, planning documentation, the setting's self-evaluation document and a selection of policies and children's records.
- The inspector took into account the views of parents spoken to on the day.
- The inspector also accompanied children on a trip to the local park.

Inspector

Scott Oliver Thomas

Full Report

Information about the setting

Roosters Day Nursery opened in 1997. It operates from six rooms in converted outbuildings in a rural location situated in the borough of Newcastle-under-Lyme, Staffordshire. All children share access to secure enclosed outdoor play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 7.30am to 6pm for 51 weeks of the year. There are currently 31 children aged from six months to eight years on roll, all of whom are in the early years age range.

The nursery employs 13 members of staff, all of whom hold appropriate early years qualifications, including one with an early years degree.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop opportunities to promote children's independence, health and self-care skills by allowing them to pour their own drink and serve their own food. Also, encourage children to wash their hands before and after meal times
- consider how to engage parents in children's learning by recording parent contributions in individual learning journeys
- ensure clear systems are in place for identifying when and who carries out daily health and safety checks.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge and understanding of the Early Years Foundation Stage and of the seven areas of learning. The quality of practice is consistent and as a result, all children are making good progress in relation to their starting points. Staff support the children's learning and development effectively because they take account of children's stages of development and their individual needs and interests. They use this information, in conjunction with contributions from parents, to plan purposeful activities and the short-term curriculum. This ensures that children's individual needs are being met. However, contributions from parents are not always demonstrated in children's individual learning journeys to ensure parents are engaged fully in their child's learning.

Staff respond well to the children, actively listening to them and participating in their activities and conversations. Staff make the most of incidental learning opportunities to extend the children's learning through asking open-ended questions, introducing new vocabulary and encouraging the children to become active learners and critical thinkers. For example, when children play in the water tray, the staff introduce new words, such as

'empty', 'full', 'fast' and 'slow', giving the children time to repeat the words. Later the children use the new words in context as they recall what they have been doing. Overall, children enjoy a well-resourced play and learning environment which promotes their independence and self-confidence successfully.

Children access a wide variety of activities throughout the day and freely access the clearly labelled resources which are stored at low-level. Staff support children with speech and language delay. For example, they provide labels on familiar items to the child and the environment is rich in text, giving staff the opportunity to use a wide variety of vocabulary with children. Children use their imaginations well during outdoor play and they use natural resources as props to support their play. For example, on a visit to the local park they use piles of leaves to recreate windy days by throwing them in the air. Children are beginning to use mathematical language during activities. They talk about how much money they have, in comparison to their friends, they recognise when money is taken away there is less and some coins are worth more than others.

Children enjoy listening to stories and pronouncing new sounds, confidently matching sounds to familiar words. They have access to a wide range of books, and enjoy looking at them, retelling their favourite stories from the pictures. Children have access to materials to make marks at all times and use the resources for a variety of purposes. For example, they draw tracks for transport vehicles on large pieces of paper on the floor. Children use their sensory skills during their play and learning. For example, they explore and investigate autumn leaves on local visits to the park and through the extensive outdoor area.

Staff keep the parents well informed about their children's progress and achievements during their time at the nursery. Parents have access to their children's records at any time. They record what children have achieved at home and share this with their child's key person on enrolment, identifying children's starting points. Parents are able to discuss their individual children at any time and they all know who their children's key people are. The strong staff team support each other effectively to provide a stimulating and well-balanced educational programme for all children, ensuring they gain the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

Staff support children with special educational needs and/or disabilities needs extremely well. They use agreed strategies, such as language repetition, and medical communication tools to support the children and ensure they are able to participate fully in all the activities. The nursery has a high staff-to-child ratio, to ensure all children can fully access the resources and reach their full potential in relation to their starting points.

The contribution of the early years provision to the well-being of children

All children are happy and settled during their time at the nursery. They form positive relationships with their peers and the staff team. Consequently, children and staff show a strong affection for each other as younger children enjoy cuddles with their key person. Children are developing a strong understanding of right and wrong because all staff implement the clear rules and boundaries consistently. Consequently, children follow

instructions, such as helping to tidy away the resources before lunch, because they know what staff expect of them.

Children cooperate well with each other during outdoor play and share resources as they recognise the needs of others. They show consideration for others as they play in mixed age groups to join in the activities. They demonstrate high levels of self-confidence as they question the inspector and share their views and experiences with him. All children show curiosity and communicate their needs well. For example, children ask for additional resources or use their ideas to shape activities and learning experiences. Children's spoken language and social skills are developing well as they participate in one-to-one learning and small and large group activities.

Children's individual welfare needs are met successfully because staff spend time getting to know them and their families well. Individual strategies are in place to support children. For example, staff have external agency meetings and work closely with parents to accommodate the children's individual needs, including language, medical and personal requirements. Children are developing a good understanding of healthy eating through discussion. They talk about the types of food that are good for them at meal times, supported by the on-site cook. However, meal times are not used as an opportunity to promote independence, health and self-care skills. Staff do not encourage children to wash their hands prior to meal times, and staff complete tasks children are able to complete for themselves, such as pouring their own water and serving their own soup.

All children have daily opportunities to experience outdoor play and learning and use a wide range of outdoor resources. They use ride-on toys with well-rehearsed technique and avoid their friends as they move around the area showing good spatial awareness. Children have opportunities to run, climb, balance and jump as they practise their physical skills. They recognise when they are cold and put their own coats on or go inside to get warm. All children are polite and use their manners well. For example, when asked if they would like some more lunch the children say 'no thank you' or 'yes please'. Staff praise the children for remembering their good manners and the children smile in response.

The nursery has strong links with the local schools and other providers of the Early Years Foundation Stage. Effective systems are in place to ensure the children's smooth transition to school and for those children who attend more than one early years setting. Staff have a good awareness and understanding of the procedures for completing the two-year-old progress checks and all the required paperwork is ready to implement the new systems.

The effectiveness of the leadership and management of the early years provision

Effective safeguarding procedures are in place to protect the children who attend. All staff have a good understanding of the procedures and know how to implement them because they have attended safeguarding training. The nursery shares the full written policies and procedures with parents to ensure they are aware of the staff team's responsibilities towards protecting their children. Children enjoy a safe and secure play and learning environment because written risk assessments are completed. However, daily risk

assessments are completed but not evidenced effectively, to inform other staff who work in the setting of any hazards that may have been identified. Robust recruitment and vetting procedures, alongside effective induction systems, help to ensure all adults are suitable to work with children. All visitors are required to show identification and sign in and out of the visitor's book to ensure that a full and accurate record of everyone meeting the children is in place.

All staff children and parents contribute towards the self-evaluation of the setting to drive improvement and ensure continuous development. The manager and deputy conducts questionnaires and surveys to obtain feedback from parents, and child-friendly activities are in place to gain the children's views. Staff meetings and regular contact with the staff team ensure everyone contributes to the procedure, valuing the input and ideas of everyone involved with the setting. The nursery receives regular support from the local authority to identify actions. As a result, many changes and improvements are in place since the setting the last inspection. For example, an outdoor covered area has been erected to allow all children to enjoy outdoor play in all weathers. The manager and deputy successfully monitor staff performance and their contributions to the nursery through regular team meetings, reviewing staff record keeping and annual appraisals.

The deputy monitors and analyses the progress children are making across the nursery and develops strategies to improve staff practice for the benefit of the children. Partnership with parents is good. They have access to their children's records at any time and are able to talk to staff about their children's progress. However, staff do not effectively evidence the contributions parents make to children's learning.

Parents have access to the nursery policies and procedures to develop their understanding of how the nursery operates and how their children are learning. The nursery has links with other agencies, such as the local authority, health professionals and speech and language therapists, to build on the staff teams' knowledge and understanding of how to support children with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	218480
Local authority	Staffordshire
Inspection number	818140
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	31

Name of provider	Mr & Mrs Morris
Date of previous inspection	01/06/2011
Telephone number	01270 820848

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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