

Radmoor Day Nursery & Annexe

Radmoor Road, LOUGHBOROUGH, Leicestershire, LE11 3BT

Inspection date	13/11/2012
Previous inspection date	10/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff form an experienced and committed team and help children to settle well. They have a good understanding of how children learn and develop and show great satisfaction in seeing them make progress and grow in confidence.
- Children behave very well with older children understanding and managing the rules of behaviour appropriately, supported by consistent and clear messages from staff. Consequently, children are confident, have good self-esteem and engage in the full range of play opportunities.
- Strong relationships are forged through a good key worker system, this means children build secure emotional attachments. Consequently, children are happy, secure and confident.
- Staff create a bright and attractive environment where children feel safe and secure. Covered outdoor play areas mean that children can play outside in all weathers, increasing their enjoyment and play experiences.

It is not yet outstanding because

- The setting has not yet developed highly successful strategies to engage all parents in their children's learning and development in the setting and at home.
- The educational programme is not consistently delivered or monitored to ensure that the prime and specific areas of learning enable all children to reach expected levels of development.

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 observed activities, tracked children in the room and the outdoors and viewed samples of children's progress records and planning.
- The inspector interviewed the manager regarding leadership and management.
- The inspector spoke to parents to gain their views of the setting.
- The inspector spoke to children's key persons.

Inspector

Alex Brouder

Full Report

Information about the setting

Radmoor Day Nursery & Annexe registered in 1996 and is run by Loughborough College of Further Education. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local area and students from the college and is accessible to all children. It operates from two buildings and there is a fully enclosed area available for outdoor play.

The nursery employs 25 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 2 and 3 and one member of staff has Early Years Professional Status. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. The annexe provision opens from 8.45am until 6pm for 36 weeks of the year. Children attend for a variety of sessions. There are currently 92 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the delivery and monitoring of the educational programmes by introducing a systematic approach to planning activities, and make better use of publications such as 'Developmental Matters in the Early Years Foundation Stage' to consistently monitor children's progress to ensure they reach expected levels of development
- develop highly successful strategies to engage all parents in their children's learning and development in the setting and at home and give parents the opportunity to contribute to their child's learning record.

Inspection judgements

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

Children enjoy their play in the welcoming and attractive surroundings where both the indoor and outdoor learning environments contribute to their all round learning. Staff work well as a team and promote a 'community' environment in which all children are known to all staff, which allows positive relationships to form. Overall, staff's knowledge and understanding of how children learn and develop is good, enabling them to provide a stimulating and well-resourced learning environment. However, there are inconsistencies in this as some staff are not using supporting guidance, such as, the 'Development Matters in the Early Years Foundation Stage', appropriately to identify children's individual learning needs. This leads to some inconsistencies in the monitoring of children's development as staff do not always recognise the actual stage of learning that some children are at. Despite this, children make good progress.

Children are developing many positive skills which will help them make the smooth transition to school life. For example, they make choices in what they want to play with,

help themselves to fruit at snack time and begin to manage their own personal care needs. Younger children display increasing confidence as they explore their surroundings and have opportunities to mix with all the children on a regular basis, which develops their social skills. Children move and handle objects well in a range of ways, such as, rolling and cutting dough, climbing steps, riding wheeled toys and manipulating puzzle pieces. They enjoy playing outdoors with a range of man-made and natural resources and all age groups have opportunities to do this throughout the day. Children begin to discuss how things are made, explaining to the inspector how to make bread, stating that 'The big machine cuts the wheat' and 'The windmill makes the flour'. They explain that they then made bread by 'mixing the flour and water'. This contributes to their understanding of the world. Children of all ages have good opportunities to explore nature and use the external environment to collect resources to support this, such as leaves and twigs. The nursery offers an inclusive setting where children begin to value diversity as positive images of culture, ethnicity and gender are supported by activities and resources.

Children have a good understanding of technology as they play games on the computer and they know that binoculars can be used to 'look at things far away'. Older children are observed to use keyboards and telephones in role play, skilfully pressing numbers and letters and making marks on paper to 'make an appointment'. Their growing communication skills are continually practised both in group activities, one-to-one situations and in general discussion. Younger children begin to babble and staff support this through talking to them and praising them on their response. Older children are encouraged through the use of open-ended questions to develop their thought processes and vocabulary. Children with English as an additional language have good opportunities to see and hear their own language in labels and books and one child was observed to spontaneously sing 'Happy Birthday' in Turkish, asking if they could teach this to the rest of the children. Children are developing a good understanding of numbers, as they count the number of bricks in a tower, count the cups on the table and have a repertoire of songs and action rhymes to extend their knowledge further. Younger children are supported in this, for example, as staff count the number of steps they take.

Parents and carers receive regular updates on their child's progress as they are invited to take their child's 'Learning Journey' home on a regular basis. However, staff have not yet developed effective systems to encourage all parents to take an active role in children's learning at home or have a 'voice' within their 'Learning Journeys'.

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

Staff warmly greet all children and their parents as they arrive at the setting, which fosters a sense of belonging, so children confidently leave their parents and settle quickly and easily to their play. Staff are deployed well within the setting and good staff to child ratios ensure that children are well supervised at all times. A good key worker system is in place so children build secure relationships with familiar adults. In addition, staff establish children's care needs before they begin at the setting so the environment is tailored to meet their individual needs.

Children's growing confidence is evident as they engage the inspector in conversation about what they like about nursery, what they have done and who their friends are. They behave well and are beginning to manage their own behaviour and show care and concern for others. For example, when a child is upset, the other children reassured them, patting their back and stating, 'Don't be sad'. Staff manage children's behaviour well, quietly reminding them of appropriate ways to behave, and use praise and encouraging words when they do as they are asked or behave in positive ways. This contributes to their self-esteem.

Children's understanding of safety is promoted through everyday activities, for example, as they are reminded not to climb on the logs when they are wet or to stand on chairs. This is further supported through their regular participation in the fire evacuation drill. Children develop good self-care skills as they wash and dry their hands before snack, after messy play and when they have used the toilet. They have access to tissues to maintain their own hygiene and know to throw these in the bin after they have used them. Babies' and toddler's skills are promoted through a robust nappy changing procedure as staff role model good hygiene practices when they assist children with their personal needs. Children are offered a range of meals and snacks that promote a healthy and well-balanced diet and drinks are available to them throughout the day. Children have regular access to the outdoors and engage in a range of activities to promote their physical skills.

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

The manager has a good understanding of her roles and responsibilities regarding the Statutory Framework for the Early Years Foundation Stage. Safeguarding arrangements are well established and all staff within the setting have completed safeguarding training as part of their induction and ongoing professional development. This helps to protect the welfare of children. Recruitment and vetting procedures are robust and the manager is supported in these systems by the Human Resources department of the college in whose grounds the setting is housed. Regular appraisals are offered to all staff, this ensures they remain suitable to work with children and also identifies their training needs which supports their ongoing professional development.

A health and safety officer has been appointed at the setting who has recently reviewed all risk assessments, which ensures that areas children access are safe and suitable for purpose. Staff understand their responsibilities in protecting children to keep them safe and, as a consequence, children play in a safe environment. Staff work well as a team to identify improvement and good practice. They share this through team meetings and general discussion, which shows a strong commitment to improvement. Self-evaluation is completed, using the opinions of parents and staff, and is linked to realistic targets and completion dates.

Good partnerships are established between parents and carers. Staff take time to get to

know the family and ensure that settling in sessions are offered to support and meet the individual needs of all. Staff engage parents and carers in daily conversation, along with daily record books for younger children, to keep them well informed of their child's care and well-being. Parents and carers comment on the positive, enthusiastic and consistent staff team and how welcoming and well informed they are about their children's care and well-being.

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
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs 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	223262
Local authority	Leicestershire
Inspection number	886170
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	105
Number of children on roll	92
Name of provider	The Governing Body of Loughborough College of Further Education
Date of previous inspection	10/01/2012
Telephone number	01509 515456

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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