

# Redroofs Nursery

227 Kingsway, St. George, Bristol, Avon, BS5 8NT

<b>Inspection date</b>	25/03/2013
Previous inspection date	23/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children develop good personal, social and emotional skills. Children form strong relationships with each other and members of staff. Children are very secure and happy.
- Staff are skilled in supporting children communication and language.
- Staff work highly effectively and collaboratively with other professionals and parents to ensure children's individual needs are clearly identified and supported.
- The management team take time to model good practice to develop staff knowledge and understanding.

### It is not yet outstanding because

- Children are not supported to develop their increasing independence by pouring their own drinks during meal times.
- Parents' views are not always sought during review of the provision.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspection was carried out by one inspector.
- The inspector observed children's play and staff interaction, indoors and outdoors.
- The inspector and manager undertook a joint observation of an activity in the outside area.
- The inspector talked with most staff in each room, two parents and held discussions with the manager.
- The inspector looked at a selection of policies, procedures, staff suitability records, children's records and development plans.

## Inspector

Debbie Starr

## Full Report

### Information about the setting

Redroofs Day Nursery registered in 1989. The setting is one of two nurseries which is owned and managed by Mrs Lesley and Mr Roger Bates. The nursery is situated in an extended detached house in St George, Bristol. Children have access to an enclosed garden area for outdoor play which includes a swimming pool.

The nursery operates Monday to Friday between 8am and 5.30pm all year round. The nursery is registered on the Early Years Register. There are currently 73 children on roll within the early years age range. The nursery receives funding to provide free early years education for children aged two, three and four years. Children with special educational needs and/or disabilities and who learn English as an additional language attend the setting.

The nursery employs 13 staff; of whom 10 work directly with the children. Of these, nine hold the National Vocational Qualification childcare training at level 3 in early years and work directly with the children. The head of nursery holds a Certificate in Education and one deputy is working towards a foundation degree in early years. They are supported by two cooks and an administrator.

### What the setting needs to do to improve further

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

- further promote children's developing independence skills. For example, by enabling children to pour their own drinks at snack and meal times
  
- seek parents' comments and take account of these when reflecting and reviewing the nursery provision.

### Inspection judgements

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

Children are happy and settle quickly in the calm atmosphere of the nursery so they are eager to come in and choose an activity. They interact positively with caring and friendly staff who know the children well. Key persons establish warm and close relationships with children, creating security for babies and toddlers and encourage all children to explore their surroundings. Children enjoy the broad range of activities and experiences, which reflect their interests. Effective use is made of staff observations and achievements

recorded by parents in the child's learning profile to assess children's starting points. Effective ongoing assessment, based on regular observations, enables staff to clearly identify the next steps in children's learning. Staff make good use of regular room meetings, non contact time and informal discussions to evaluate the success of activities and plan future activities. All children are making good progress towards the early learning goals. Assessment processes to complete the two year progress check are in place and reflect the robust system of evaluation. Staff have monthly meetings with most parents and ongoing discussion with all. This means parents are well informed of their child's progress and next steps in learning. Parents write comments in their children's development records and staff encourage parents ongoing involvement in their child's learning at home.

Children make good progress in their communication and language. Staff are skilled at promoting children's understanding and speaking skills. Adult-led small groups are effectively organised. Staff support for children is suitable for their developmental stage and abilities. Children enjoy looking at books, listening to stories and singing songs. Younger children respond to good eye contact and introduction and repetition of initial sounds and words. Toddlers listening skills are promoted through 'listening walks' where they name what they hear and see. Older children recall what they have done earlier in the day such as preparing dough and the sequence of characters in a story. Older children listen to factual books, they make connections between their own experiences and what is being read to them such as going to church. They ask questions repeating newly introduced words such as a 'vow'.

There is a high emphasis on developing children's personal, social and emotional skills and this is apparent in the strong relationships children have with each other and members of staff. Children of all ages are active learners. They develop good problem solving skills by repeating what they have observed. For example, toddlers follow instructions and explore the outside area looking for egg shaped cards they have previously painted. Children successfully find them with effective staff support and choose to hide the eggs themselves in different places. Other children join in and they take turns repeating this. Older children take turns to grease a baking sheet. They respond to what is asked of them and with clear guidance hold a knife safely. Child persevere and successfully make a cross mark in the dough using a knife. Staff use open-ended questions such as 'how?', 'what?' and 'where?' effectively to support children in developing their own ideas. The broad range of experiences enjoyed by children demonstrates they are developing skills for the future. They are well prepared for the next stage in their learning and transition to school.

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

Children of all ages form good relationships with adults and other children. This is seen in babies' responses to the warm interactions of staff and how young children seek out adults. Children form very positive relationships with their key person. Staff act as good role models and are reassuring and friendly. This helps children feel secure and they settle well in the nursery. Babies' home routines are followed and staff give individual attention to help them feel secure. Staff know the children and their backgrounds well and work

particularly effectively and sensitively to help children settle and support their ongoing individual needs. The environment is child friendly with resources, displays and activities at child height enabling choice and promoting independence, self-esteem and confidence. Children are supported well to develop ways in which to express their feelings appropriately. Children receive regular praise and effective support from staff to understand the consistent expectations for behaviour. Staff model respectful behaviour using 'please' and 'thank you' frequently. Children play well together; they share resources to take turns, for instance, during sand and construction play and when playing picture matching games.

Children gain an understanding of risk to themselves and how to keep themselves safe from harm. They know not to go near a hot oven during cookery activities at home and stand at the entrance to the nursery kitchen when waiting to serve plates of food to their friends. Children are encouraged to take safe risks in their play. Children climb trees with low level branches confidently in the garden and recognise the dangers of ice on the ground to themselves and others. Children have lots of fun playing outside and their learning is well promoted in the outdoor areas; that they access throughout the day and in all weathers. Each age group have access to a good range of high quality activities and equipment that support their all-round development.

Children gain a good understanding about healthy lifestyles. They eagerly choose to go out into the fresh air to play during the day for as long as they like. Swimming sessions in the nursery pool during warm weather enhance children's developing physical skills and confidence. Children enjoy wholesome, locally sourced, nutritious food that is freshly prepared each day. Children's understanding of healthy options is promoted through food tasting activities which include food they grow in the garden. Staff provide secure routines overall so that children learn to be independent in their self-care skills. Children choose what they want to play with. They put their coats on, ask for assistance when required and know why they need to wear hats and gloves. They use spoons, knives and forks to feed themselves. However children are not supported to independently pour their own drinks at meal times to promote their self-care skills further.

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

Arrangements for safeguarding children's well-being are well established and effective. Robust procedures to appoint staff who are suitable to work with children are followed. Thorough induction procedures, modelling of good practice and appraisal support and promote staff's professional development. Clear, regularly reviewed safeguarding procedures through training and discussion ensure staff have a good awareness of how to protect children if they have a concern. The provider is fully aware of the need to inform Ofsted of any changes or significant events and do so within the required timescales. Staff have a good understanding of the policies, procedures, and other documentation, which successfully promotes children's welfare. For example, staff are vigilant when negotiating the stairs with children; guiding them according to their individual abilities. The management team carry out regular and comprehensive risk assessments alongside daily

visual checks by staff. This enables them to minimise potential risks to children so that they are cared for in a safe and secure environment.

The enthusiastic management team motivate staff and as a result, they are working together to drive improvement. Recent developments have included major changes to the outside areas. Since the last inspection the management team and staff have worked effectively to address weaknesses. The manager and staff have a good understanding of the learning and development requirements. The management team regularly monitor and review the educational programmes, planning documentation and staff practice. This results in a clear understanding overall of where support is needed, the strong delivery of the educational programmes and the continuous professional development of staff. Support and review in conjunction with the local early years consultant is used effectively to reflect upon and develop the provision. The nursery continually evaluates and monitors the provision and identifies areas for improvement. Staff form action plans using a recognised local system of assessment. Parents' views however are not always sought to support this process of identifying targeting areas for development.

Partnerships with parents are good due to the effective key person system. Parents are very complimentary of the staff, finding them friendly, welcoming and very caring. They receive helpful information about the nursery on an ongoing basis through discussion, displays and newsletters. Staff work very effectively with other professionals involved in supporting individual children. This highly collaborative approach results in focused planning and a consistent approach to learning. Children benefit from well-established links with local schools and other early years providers that children attend. An effective exchange and sharing of information promotes continuity in children's learning and care.

## 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 action. 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

<b>Unique reference number</b>	107035
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	906929
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	41
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Mrs Lesley Bates and Mr Roger Bates
<b>Date of previous inspection</b>	23/02/2011
<b>Telephone number</b>	0117 9492600

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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, which are usually the childminder's 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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