

Roosters Day Nursery

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

Inspection date	16/04/2013
Previous inspection date	16/11/2012

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

- This small nursery provides a warm and welcoming 'home from home' where children enjoy the company of the well-established staff group. This allows them to feel secure and engage positively with all learning opportunities. Parents are also confident and happy when leaving their children.
- Staff know the children well and plan activities based on the next steps in their learning, as well as their individual interests. This helps to maintain their concentration and ensure they are eager to join in.
- The spacious environment both inside and outside is organised to provide a wide range of activities. The children's experience of the outside environment is further enhanced by the covered play area, this allows them to comfortably access outdoor play in a range of weather conditions which enhances their learning opportunities.
- Strong partnerships with external agencies and local schools ensures children with additional needs have their needs appropriately met and transitions to new setting are well managed for all children.

It is not yet outstanding because

- There is room to further improve the way staff's teaching skills are monitored to ensure their practice is helped to become exemplary.
- There is scope to strengthen the information given to parents about their children's progress to ensure those unable to visit the nursery regularly are kept fully informed.

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.

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 in the four main playrooms and in the outside learning environment.
- The inspector held meetings with the manager of the setting and her deputy.
- The inspector looked at children's assessment records and planning documentation, the settings self-evaluation system and a selection of policies and children's records.
- The inspector reviewed the suitability checks for practitioners working with the children.
- The inspector took account of the views of parents and carers spoken to on the day and written testimonials.

Inspector

Sarah Rhodes

Full Report

Information about the setting

Roosters Day Nursery opened in 1997 and is privately owned. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from four main playrooms and also has a sleep room and dining room in converted outbuildings in a rural location, situated near Crewe in the borough of Newcastle-under-Lyme, Staffordshire. All children share access to secure enclosed outdoor play areas and extensive farmland walks. The setting serves the local area and is accessible to all children.

The setting opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 32 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The nursery employs 12 members of child care staff, all of whom hold appropriate early years qualifications, one at level 2, 11 at level 3 and one also 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:

- enhance the already good professional supervision of staff, based on consistent and sharply focused evaluation of the impact of staff's practice, to help them to become exemplary practitioners, delivering the highest quality of teaching for children
- extend the information provided to parents for example, by promoting an ongoing dialogue or sharing of regular two-way observations on learning with them and using this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

Inspection judgements

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

The nursery promotes children's learning and development well. Parents praise the staff for seeing their child as an individual and there are several ways that staff encourage and support parents to provide information which informs their assessments and planning for each child. The key person collects information from parents on a range of care needs and

areas of development when children start to attend. They build on this knowledge to get to know the children's interests and abilities through regular large and short observations, which are linked to the development guidance from the document 'Development matters in the Early Years Foundation Stage' and the areas and aspects of learning. Parents are also encouraged to provide information about children's achievements at home and their interests at home. These are all then used to identify the next steps in children's learning and any areas of concern which may need to be addressed with the help of external agencies.

Next steps in children's learning are implemented through planning activities which will address individual children's learning requirements. For example, a baby room child's interest in boxes supports the exploration of the child's first understanding of big and little objects. Children's interests are also developed by identifying topics which a group of children can enjoy and explore. For example, the pre-school room children explore plant growth. This expands children's knowledge and opens up new avenues of interest for them. Observations are used to track children's progress across all learning areas on a very regular basis and staff use them to draw up a narrative record of children's progress for the progress check at age two. However, parents of older children do not benefit from similar information about their child's progress which means those who are unable to speak to the staff in person are less well informed about their child's progress.

The children are making good progress in their communication language and literacy skills with all children developing into confident communicators in line with their abilities. Babies and toddlers enjoy the sing song conversations with staff and delight in their ability to join in with song actions as they learn labels for parts of their body. Children with additional needs are supported to make the most progress they can with early intervention from specialist professionals sought. Staff support them to communicate and join in with children of a similar age through providing one-to-one help and implement any suggestions specialist advisors suggest. A mixture of large group times and small group work is used in the toddler and pre-school rooms for more structured learning. Staff are creative in their teaching by using a mix of activities for these sessions, for example, they bring books about plants and growth literally alive as children also look at sprouting seed that they have sown or as they join in movement session and use their bodies to become a growing seedling. This makes sessions interactive and children learn the key skills of listening to instructions, respecting and listening to the contributions of their friends and sharing their ideas in the wider group.

Children grow in their ability for sustained thought because staff support children to think of solutions for themselves. For example, children think about how to cool down their meal or where to find snails in the garden. Letter sounds are introduced and the pre-school room staff work in conjunction with the reception class teachers wishes about the amount of phonic work undertaken. Numbers, shape and colour are introduced as part of daily activities which allows children to understand the concept of a number before moving on to recognise it in written form. Staff introduce children to other cultures through activities based around cultural festivals and national events to ensure they start to develop an understanding of the wider world. Children's imagination is well supported, both inside and outside with role play materials in both areas.

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

The processes to help children settle into the setting are effective. Staff understand that how often a child attend the nursery each week will have an effect on children's confidence and how settled they are and they are keen to work with parents to ensure both they and their child feels well supported. Children quickly build strong, warm and happy relationships with staff and other children in their group room and are ready to explore and learn. The nursery's small size means children get to know all staff and at the beginning and end of each day children are grouped in mixed age groups, which allows them to enjoy the company of older children and get to know other group room staff. This results in easy transitions for children when they move rooms because they know many familiar faces. Children's behaviour is very good, staff help children think about other people's feeling and they learn to negotiate and cooperate with their play mates. When older children mix with younger children who are sometimes their siblings they are kind and caring. Positive behaviour is actively encouraged through the use of visual symbols such as the green, amber and red smiley faces for older children. The atmosphere is warm and cooperative.

All children are able to enjoy and explore the natural environment in the inspiring outdoor provision. They have ample opportunity to enjoy exercise in the fresh air because they have easy access to either inside or outside environments from each group room. In addition, a large covered area allows outdoor play in a range of weather conditions and children can use splash suits during walks in the extensive grounds of the farm. This means that children can experience activities such as role play, making marks, or playing with sand outside or explore nature as they hunt for mini beasts or watch the sheep and lambs.

Children's dietary needs are met though the provision of freshly prepared meals which comply with the requirements of the local authorities healthy eating award. Older children's self-care skills are encouraged as they serve themselves or pour glasses of water. The layout of the rooms allows children to make choices for themselves from a range of equipment and children show confidence as they make decisions about their own play activities. Good hygiene practices are introduced to children, through every day routines and children grow in independence as they have easy access to toilet facilities which open off the pre-school room. This is good preparation for their transition to school. Children are shown how to keep themselves safe through discussions which carefully support them to think through how to manage risk, for example, when using ride on cars on the garden ramp. Activities, such as walks to the village park are undertaken to encourage children to develop road safety skills. Where children are identified as having additional needs the help and advice of other professionals is sought to ensure their well-being is maintained and their needs are met.

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

The children benefit from a setting which has a strong management structure. Appropriate recruitment procedures and induction processes ensure staff's suitability is established when they are employed and reviewed regularly. Children are also safeguarded through the implementation of clear policies and procedures which ensure staff can identify child protection concerns and take appropriate action to protect children. The building and grounds are secure which ensures that children cannot leave unaccompanied and helps staff manage the entry of parents and visitors. Staff have a clear understanding of risks and, health and safety concerns are promptly addressed whilst still allowing children to learn to manage some risks for themselves.

A commitment to providing a quality service and the importance of professional development has a positive effect on staff's performance as they learn new skills and enthusiastically implement improvements to their rooms. Annual appraisals are undertaken with staff and the small size of the team means the manager knows the key strengths of all her staff members. The deputy manager monitors room activities and the completion of observation files and assessments of children's progress to ensure no group of children is progressing less favourably than others. However, there is scope to further improve the way staff's teaching skills are monitored to ensure their practice is helped to become exemplary.

Required policies and procedures are in place to help with the safe and smooth management of the setting. A culture of reflective practice which involves all members of staff, parents and children has been developed. The self-evaluation is based on regular exchanges with the whole staff team which means everyone understands and is committed to playing their part in suggesting improvements and implementing changes. The setting also draws on the expertise of the local authority advisor and exchanges best practice with other early years settings in local cluster group meetings and through professional organisations. Recommendations made at the previous inspection have all been comprehensively addressed. For example, the setting has developed a number of ways to involve parents in providing information which informs their child's assessment record and helps staff plan meaningful activities for their child. They have also ensured that children's independence is nurtured during mealtimes.

Partnerships with parents and carers are very strong. A range of communication methods are used, verbal exchanges are supplemented with newsletters and notice board displays which really show that parents ideas both about improvements to the setting and their child's development are valued. Policies are shared with parents to keep them informed of how the setting operates. They praise the ethos of the nursery which they feel provides a home from home with lots of activity and space for children to play. Partnerships in the wider context are used to develop the quality of education. The setting actively links with other professionals to help children with additional needs. The group is committed to their role in ensuring all children, regardless of ability, can access their provision. They realise the importance of early intervention for children with additional needs ensuring that services are in place to support a child when they transfer to school. The nursery has developed its links with other providers of the Early Years Foundation Stage where children attend more than one setting and has been successful in developing links with the schools and nurseries the children often move on to. This helps provide continuity in children's provision and the smooth transition to primary school when the time comes.

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 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

Unique reference number	218480
Local authority	Staffordshire
Inspection number	909535
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	32
Name of provider	Mr Dennis Morris & Mrs Ruth Morris Partnership
Date of previous inspection	16/11/2012
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, 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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