

Redroofs Nursery

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

Inspection date	20/11/2013
Previous inspection date	25/03/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children's care, welfare and learning is significantly enhanced by the highly effective way the nursery is led and managed.
- An effective key person system promotes children's sense of security and helps them to form very strong emotional attachments. Staff are kind, caring and interested in what children say and do, totally respecting the needs of children.
- There is an extremely good balance of child-initiated and adult-led play, which ensures children's emerging interests are very well planned for.
- Staff develop impressive partnerships with parents and carers and involve them fully in the nursery and their children's care and education.

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 inspector observed children in their play and in their interaction with staff both indoors and during outdoor activity.
The inspector sampled, discussed and observed the nursery's policies and
- procedures such as the organisation of mealtime, behaviour management, complaints log and children's records.
- The inspector spoke with the manager, staff and children.
- The inspector took into account the views of parents through discussion.

Inspector

Janet Thouless

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 83 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 11 staff; of whom 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:

- provide further opportunities in outdoor play to support children's literacy skills.

Inspection judgements

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

Children make exceptional progress in their learning and development. This is because the highly knowledgeable and experienced staff team support children's progress and development extremely well. The management team and their staff fully understand how to best implement the Statutory Framework for the Early Years Foundation Stage to recognise the uniqueness of each child. Detailed ongoing assessments based on regular observations enables staff to clearly identify children next steps in learning. Staff plan an excellent range of activities that inspire and challenge children as they play. Therefore, children are highly motivated and show an excellent interest in all that they do. A very good balance of adult-led and child-initiated activities ensures that children are the prime instigators in their own learning. Staff have high expectations of children and are aware of their capabilities and starting points. Children's developmental progress records show their personal information and achievements. This enables parent to see at a glance their children's progress. In addition, staff have monthly meetings with parents to discuss their child's progress and next steps in learning. Therefore, parents are kept up-to-date and

involved in their children's progress and this supports learning that children may do at home.

Staff fully involve themselves in children's play and provide excellent levels of support. They engage children in many worthwhile conversations and children excitedly talk about what they are doing. For example, during the inspection children became fascinated when they discover sap on a tree trunk and staff offered explanations on its sticky texture. This inspired many worthwhile conversations about nature. Children confidently referred to conkers that fall from the Horse Chestnut trees and the changing weather conditions. Staff place a very good range of books around the environment to inspire children's enjoyment and use of books. Younger children are fully included in the current autumn topic. They make three dimensional shaped leaves which staff display. Staff refer children to the movement of the leaves as they sway in the breeze, which captures children's attention. Young children go on 'listening walks' where staff draw their attention to the changing seasons, supporting them to name what they see and hear. This supports children's understanding of the world and local environment.

Children excitedly set about making models using a very good range of recycled resources. They independently decide what they are going to make and complete detailed dinosaurs using egg boxes. They giggle as they discuss with staff the need to add big teeth to scare off other dinosaurs. Staff extend children's learning by questioning them on the many different types of dinosaurs. Children confidently respond and this demonstrates that they feel totally comfortable to share their thoughts and ideas with staff. Staff understand very well how children learn through play by following their own interests and by relaying past experiences. This is demonstrated exceptionally well throughout the nursery with the provision of designated areas. For example, a newly built outdoor classroom. Here children type on keyboards, chat on telephones and make marks on paper as they engage in imaginary play. In addition, a small group of young children decide to make a birthday cake and jelly using construction sets. They count as they add candles that represent their age and refer to the number line displayed. Staff engage them in many conversations on home experiences such as birthday celebrations which children excitedly share. Although a number line is displayed and children enjoy its use there are few examples of letters displayed outside to reinforce children's understanding here. Overall, children are developing excellent skills in preparation for their next stage of learning and skills required for school readiness.

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

The highly effective key person system enables children to form secure attachments to support their feelings of well-being and security. Children arrive with great enthusiasm and show confidence as they place their coats and bags on their assigned pegs and personal belonging in their designated tray. They confidently self register, greet staff warmly some with a hug and go off to join their friends. This demonstrates that children feel totally at ease in the nursery environment. Staff are very good role models to the children as they talk to each other, children and parents respectfully. Children behave well as they learn the nursery's behaviour rules, which are positively reinforced by staff.

The nursery is exceptionally well resourced and this inspires children's independence, creativity and thinking skills. Interesting items are displayed around the nursery which inspire children and initiate conversations as they play. For example, objects collected for the nature table, displays that include children's family members and creative displays of children's art work which includes the numbers of their houses. In addition, older children under staff guidance, search their homes on the internet. They become fascinated when they recognise their own streets and houses on screen, excitedly sharing this with their friends. In addition, to support children whose first language is not English, captions, words and time lines are displayed in a range of different languages. Outdoor play is a key feature in children's learning. A recent addition to the garden includes an outdoor classroom and conservatory creating additional play space for children.

Children's wellbeing is exceptionally well supported through the promotion of healthy eating, provision for outdoor play and outings. Children enjoy wholesome, locally sourced, freshly prepared snacks and meals. They become extremely excited as they discuss with the cook the freshly baked biscuits for afternoon snacks. Staff sit with children in small groups at mealtimes to act as very good role models as they demonstrate social skills and create a warm and pleasant occasion. Children learn to show respect to others as they take turns in serving their friends meals at lunchtime. Children prepare dishes such as fruit crumble and vegetable soup. They participate in peeling and chopping, learning the complex skills of cutting and slicing fruit and vegetables under the close supervision of staff. In outdoor play, children enjoy participating in more physical activity. For example, splashing in puddles, climbing low level branches or swimming in the nursery pool. This allows children to take risks and to recognise their own capabilities and limitations. Children benefit from many visits in the community to help them learn about their immediate environment. They take a bus ride to the library, walk to local allotments and go on special outings to the farm. On their return they make books of their experiences which include for example, pictures and drawings of a range of farm animals seen at the farm. This gives children the opportunity to reflect on current experiences and recall past events with their friends.

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

The nursery meets all the requirements of the Statutory Framework for the Early Years Foundation Stage exceptionally well. Leadership is inspirational and management have high aspirations for maintaining excellent quality which underpins all aspects of care, learning and education in the nursery. These high expectations inspire staff in developing their knowledge and skills. Staff use their excellent knowledge and understanding of the learning and development requirements which includes the progress check for children aged two years, well. Staff receive regular supervision and extremely well targeted plans for professional development. For example, staff studying for a foundation degree and ongoing training to ensure their knowledge on child care practice remains current. The staff team constantly reflects on their practice which takes into account the views of parents, children and staff. Any concerns from parents are taken seriously, handled

sensitively and their views are respected and used to inform future practice. In addition, the nursery takes part in a quality improvement scheme which guides them in reflecting on current practice to drive improvement. This enables the staff to continue to provide a high quality service.

Nursery management has robust recruitment, vetting and induction procedures in place to check staff are cleared as suitable to work with children. The whole staff team have an excellent understanding of their duty to protect children's welfare. All staff know their role and responsibility relating to child protection. Comprehensive risk assessments cover all aspects of the premises and any outings from the nursery. This helps ensure children play in a safe and secure nursery environment. All required documentation and record keeping for the safe organisation and management of the nursery are in place.

Staff have established highly effective partnerships with parents. They are warmly welcomed into the nursery and positively encouraged to be actively involved in the children's learning. Parents are provided with a comprehensive range of information about the nursery. Parents spoken to at the inspection are extremely pleased and complimentary about every aspect of nursery provision. Many speak of the excellent progress their children have made and how well they settle into nursery routines. Parents comment 'how confident and happy their children are'. Parents state that they enjoy reading their children's progress records and sharing home events with staff. All children's needs are quickly identified and exceedingly well met because the nursery has highly effective partnerships with external agencies and other providers.

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	107035
Local authority	Bristol City
Inspection number	938813
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	41
Number of children on roll	83
Name of provider	Mrs Lesley Bates and Mr Roger Bates Partnership
Date of previous inspection	25/03/2013
Telephone number	0117 9492600

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

