

# Redhill Nursery

Stepping Stones, Redhill Road, STOCKTON-ON-TEES, Cleveland, TS19 9BX

<b>Inspection date</b>	01/11/2013
Previous inspection date	09/06/2009

<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

- Staff know the children well and as a result, plan activities that interest and challenge them in their learning. These are informed by precise observations and assessments. This ensures the children are making good progress in all areas, given their starting points.
- Staff are caring and thoughtful individuals who nurture the children well. This high quality of care enables children to grow in confidence and become enthusiastic young learners who behave well.
- Children's health and well-being is fostered well through the nursery approach to healthy eating, and the effective systems regarding their individual dietary needs.
- Children are effectively safeguarded because robust systems are in place to ensure all staff have a secure knowledge and understanding of child protection procedures, which ensures they act appropriately to safeguard children.

### It is not yet outstanding because

- Staff miss opportunities to teach children how to use books with care and respect. Consequently, the books are not in the best possible condition.
- The nursery computer is not in working order, therefore older children are not able to develop their interest or practice their computer skills.

## 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 throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery manager, staff and children throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector conducted a joint observation with the nursery manager.

## Inspector

Janet Fairhurst

## Full Report

### Information about the setting

Redhill Nursery was re-registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four nurseries managed by the Pre-School Learning Alliance. The nursery operates from four activity rooms within Redhill Children's Centre in the Roseworth area of Stockton-on-Tees. Children have access to enclosed outdoor play areas.

The nursery employs 17 members of childcare staff. Of these, two hold early years qualifications at level 6, five hold level 5, two hold level 4 and eight hold level 3.

The nursery is open each weekday from 7.30am to 6pm all year round, except for bank holidays. There are currently 98 children on roll, all of whom are in the early years age group. The nursery supports children with special educational needs and/or disabilities. The nursery receives support from the local authority and the Pre-School Learning Alliance.

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

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

- review the quality of books to ensure that these are maintained in good repair, and involve children more in the care and storage of them, in order to encourage them to treat books with respect
- build on older children's interest in information and communication technology resources, for example, by making sure that the computer is in good working order.

### Inspection judgements

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

The nursery staff have a very secure understanding of the Early Years Foundation Stage and of how children learn. They work with parents to obtain children's starting points, next steps and interests. This sharing of information means staff can plan educational programmes that are tailored to target the needs of each child and focus on the skills they have already acquired. As a result, children are presented with activities that challenge and build upon what they already know and can do. The observation, assessment and planning processes are effective. This includes the children's progress check at age two,

which is completed in conjunction with parents. Children's progress towards the early learning goals is comprehensively tracked through their learning record. Children with special educational needs and/or disabilities make good progress. This is due to the well-established and effective procedures in place to tailor provision to a child's individual needs. The nursery works in close partnership with parents and carers and a range of external agencies to access services so that each child is given an appropriate level of support.

The nursery is well organised so that every space and every experience provides children with good learning opportunities in a relaxed, happy atmosphere. Children have the freedom to choose for themselves and enjoy doing so. All staff support children's developing communication and language skills well. They spend a lot of time conversing with children and encouraging them to express their thoughts and ideas. The skilful way that staff model language ask questions and engage children in informal conversations has a positive effect on children's speaking and communication skills. Staff caring for younger children acknowledge their efforts to communicate. They talk about what is happening and what they are going to do, helping children to make links between words and actions. Staff take advantage of daily routines, such as meal times, chatting easily to children encouraging their understanding and social interactions.

Staff successfully provide lots of experiences that prepare children for their future learning and transition to other settings. For example, children draw and scribble freely, making good use of the wide range of resources available. A word and number rich environment promotes children's interest, such as colourful posters and pictures and a good range of their own individual attempts at making marks. Sensory play encourages toddlers to explore and make marks in the foam and cornflour. Older children, with an adult's support, label their work with their name. They all have opportunities to count and match numbers, shapes and sizes in relevant contexts. For example, toddlers enjoy counting how many play dough worms they have made, while some children in the pre-school adeptly identify and match familiar numerals. Books are clearly enjoyed by the children, however, they are rather jaded and worn and often scattered on the floor after children have finished with them. The staff miss opportunities to teach children how to care and show respect for books. For example, by encouraging them to carefully return the book to the shelf. This does not provide for the highest quality of learning possible.

Children use their imaginations well as they play. The provision of relevant props, such as torches, cushions and blankets enable children to develop their ideas further and express their creativity. Children practise their manipulative skills as they cut with scissors and use their hands and a variety of tools to explore play dough. Staff provide children with a wide range of sensory experiences. For example, they use sand, water and dough on a daily basis, exploring textures, weights and consistencies as they have fun with pouring, scooping and cutting. Young children have daily opportunities to experience technology, for example, they have pop-up toys, toy telephones and musical instruments. However, although older children show a great deal of interest in the inspector's laptop they are not able to access their own, as the mouse has not been replaced or the computer repaired. Visitors to the nursery help children to develop an awareness of living things, for example, they handle exotic animals, such as giant land snails and learn what they eat and how to take care of them.

Throughout the nursery, the proportion of child-initiated play is good and suits children's needs well. This carefully planned balance empowers children to make their own choices and follow their own interests. A good example of this was observed when a child took considerable pleasure sweeping up the flour from the floor. This helped him to make his own important contribution, and enabled him to be independent. The outdoor play area is organised well, and staff make good use of the space available. Staff offer a free-flow approach to outdoor play and many children clearly enjoy being outdoors. Here they have plenty of opportunities to develop physically when they run around and develop agility as they climb the steps of the slide, dig in the soil and enjoy the fresh air.

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

Staff initiate effective procedures to enable a smooth transfer for children when they first join the nursery. Parents are encouraged to bring their children for settling-in visits and to complete 'all about me' forms. These help staff find out about the individual needs of children and assess their starting points. As a result, children develop trusting relationships with staff, as is evident when they happily leave their parents and carers. Children enjoy their time in nursery, grow in confidence and develop independence. This is because staff are enthusiastic and caring and they treat children with kindness. Staff work hard to develop children's sense of belonging. This is evident through the use of photographs on children's coat pegs and their personal drawer so they have a special place to leave their belongings and their artwork. An effective key person system helps promote children's well-being and independence. Staff are very supportive of the children and this helps them to form secure emotional attachments.

Resources and activities are well organised to promote children's independence. Even for the youngest children low level shelving and thoughtful planning by staff ensures popular toys, such as the sensory toys, are in easy reach. This helps children to take an active role in their learning. Resources in all rooms include items that reflect positive images of diversity to aid children's understanding of the world. Arrangements to support children's transitions are good. Children have visits to other rooms prior to moving. These take place in the company of their current key person who carries out a hand-over to the new key person. Parents are fully involved in the transition process. This approach means children feel secure and settle well.

Staff implement positive practices to promote good hygiene and minimise the potential for the spread of infection. For instance, they wear aprons and hair nets when serving food and make sure that children wash their hands before eating. Children are provided with a variety of very healthy meals and snacks and mealtimes are successfully organised to promote safety and children's social skills. Staff sit with children and encourage manners, independence and conversation. Children learn to serve their own food and use cutlery and are encouraged to try a range of different foods. Food looks and smells appetising and is lovingly prepared on site. The cook shares her knowledge of healthy and nutritional meals, and has devised recipe cards that parents can take home to recreate nursery meals. Outdoor play is an integral part of the children's day, which means they benefit

from fresh air and exercise.

Staff manage children's behaviour well through clear and concise behaviour management strategies. As a result, children's behaviour is very good. Children usually follow staff's instructions and requests, and are often kind and helpful. For instance, older children assist with tidying up after snack time, and even help to wash their dishes. Their confidence and self-esteem is continually nurtured through the positive praise and encouragement they receive from the staff. Children learn how to keep themselves safe. Staff sensitively reinforce safety rules, such as not running indoors, and remind children not to move around the room when they are using scissors. Children also take part in practising fire drills to develop their understanding of what they need to do in the event of it being necessary to evacuate the premises in an emergency.

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

The manager has a good understanding of the safeguarding and welfare requirements, which ensure children are effectively safeguarded. All staff have attended relevant training and demonstrate a good understanding of their role and responsibility with regard to safeguarding children; consequently, children are well protected. Safeguarding procedures are reviewed regularly to ensure they continue to be given high priority. This includes the procedures to follow in the event of an allegation being made against a member of staff, and the whistle blowing policy. Thorough recruitment and vetting procedures ensure all new staff and any students on placement are suitable to work with children. New staff members have an induction to help them understand their role. This includes learning about the nursery's policies and procedures and discussions about safeguarding. Supervision sessions, completion of appraisals and conducting room observations, enables the manager to monitor staff performance and organise effective staff deployment. Risk assessments are robust and consistently implemented by staff to ensure all hazards to children are minimised. This ensures that children's safety and needs are continually met.

The nursery manager has a very secure understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage, and provides excellent support and direction for her staff team. Staff state that they feel the manager is supportive and that they are encouraged to develop their skills by attending training courses. This promotes continuous professional development for individual staff members. It also means that the nursery is able to continue to develop its practice in a positive and meaningful way, which benefits the children who attend.

There are effective systems in place to build strong partnerships with parents and establish good communication links. Parents receive a detailed information booklet about the nursery, which underpins the service provided. There is an interesting range of information displayed within the nursery and staff and parents speak daily. The nursery's open door policy means that parents can meet with their child's key person whenever they wish. This combined with the formal parents evening means that parents are kept well

informed and involved in their children's learning. Parents speak positively about the nursery. They know who their child's key person is, feel they are fully included in their child's learning and find staff friendly and approachable. One parent commented that she feels the staff are like 'an extended family'. Another noted 'my child has made great progress because of the staff'. There are similarly effective arrangements for working with other agencies or professionals supporting children and their families and liaising with staff from other early years settings children attend. This benefits children in a positive way because everyone is working together in their best interest to provide continuity in children's care and learning.

The manager is dedicated in her commitment to ensure all children are included and have the best care and good learning experiences. This commitment is clearly communicated and shared by all staff. Staff are enthusiastic and all contribute to the identification of areas for improvement. For instance, the nursery's process of self-evaluation has led to the introduction of a new, more streamlined system to record children's progress over time. The aim of this has been to make it less time consuming and more manageable. The staff comment that this has been highly successful. Previous recommendations have been addressed. As a result, parents have a more information about the nursery when they first start to attend. The views of the parents and children are obtained as part of the evaluation process to ensure all parties have a voice in how they would like to see the nursery develop.

### **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

<b>Unique reference number</b>	EY368373
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	939649
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	75
<b>Number of children on roll</b>	98
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	09/06/2009
<b>Telephone number</b>	01642 611 239

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

