

# Ravenscar Kindergarten

8 Eden Street, CARLISLE, Cumbria, CA3 9LR

<b>Inspection date</b>	05/03/2014
Previous inspection date	03/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
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

- Staff have an outstanding knowledge of the Early Years Foundation Stage and provide children with exceptional play opportunities. Staff are extremely skilled in using a wide range of different learning strategies to promote children's development. As a result, children make excellent progress in relation to their starting points.
- Children explore this safe and secure, innovative learning environment with confidence and enthusiasm. They are highly motivated and use the extensive range of interesting, stimulating resources extremely effectively to support their learning and play.
- The quality of teaching and learning is highly effective and excellent in meeting the needs of all the children attending. Robust systems for observation, planning and assessment are in place. This ensures that an excellent range of challenging, age and stage appropriate activities is available for the children, to support their rapid learning and development.
- Highly positive relationships with parents and carers are developed through effective communication systems shared between them. As a result, information is continually gathered and exchanged for the benefit of each child's continual care and support and their learning and development, so that the best outcomes are achieved for each child.
- The manager is highly reflective and successful in driving and sustaining improvements based on a commitment to provide the very best for the children. As a result, excellent self-evaluation and exemplary practice is in place, which identifies consistent developments that continue to improve quality in this outstanding setting.

## 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 children playing in the all three designated age related play areas, the sensory room, the tree house mathematics room and the garden outdoor play area.
- The inspector held discussions with the manager, the staff and the children throughout the inspection.
- The inspector held a meeting and joint observation with the manager.
- The inspector took account of the views of parents of the early years children attending the setting who were spoken to on the day of the inspection and considered the written statements from parents and other professionals.
- The inspector looked at children's assessment records, the planning documentation and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting and the documented self-evaluation systems that support the service.

**Inspector**  
Carys Millican

## Full report

### Information about the setting

Ravenscaur Kindergarten registered in 1988 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is privately owned. It operates from a purpose built nursery unit adjoining the owner's private residence in Stanwix, Carlisle, Cumbria. The setting serves the immediate locality and the surrounding areas. It opens five days a week from 8.30am until 5.30pm, 50 weeks of the year. Children attend for a variety of sessions. They are cared for in several playrooms over two floors, including a sensory room and mathematics room. All children have access to an enclosed rear garden and a covered play area, which is used as an outside classroom. The nursery pets include one rabbit, six love birds, two parrots, four hens, a tortoise and four cats. There are currently 68 children in the early years age range on roll. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. They support children for whom English is an additional language and children with special educational needs and/or disabilities. There are currently 12 staff employed at the nursery who all hold appropriate early years qualifications, including the owner/manager who holds an MA in Early Childhood and Education. One staff member holds a National Vocational Qualification at level 2. Five staff hold National Vocational Qualifications at level 3. Two staff hold National Vocational Qualifications at level 4. Two staff hold National Vocational Qualifications at level 5 and one staff member holds Early Years Professional status. The nursery is a member of the National Day Nurseries Association and Early Education and they receive support from the local authority.

### 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 language rich environment by introducing number lines in different languages and communication hand signs to further promote children's understanding that people use alternative ways to communicate.

### Inspection judgements

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

The manager and staff team have an outstanding knowledge and thorough understanding of the Statutory framework for the Early Years Foundation Stage. They use this effectively and consistently to fully support all children in their learning and development. The environment is warm and welcoming, homely, well-planned and effectively organised. All rooms contain a highly comprehensive range of high quality resources, which superbly promote children's learning through a wide range of innovative play experiences. The nursery design incorporates different rooms which care for babies, toddlers and pre-school children and by doing so the staff ensure that resources and activities are age and stage appropriate for every child. Each room, including the sensory room and recent addition of

the 'tree house' mathematics room, has designated areas which truly inspire children to become highly motivated learners. Staff in each room skilfully extend children's language and communication skills and promote their thinking skills by modelling language and using challenging open questioning techniques. Staff regularly ask children what they would like to do next to obtain their thoughts, ideas and examples of interests to inform their future planning. Staff use teaching strategies that help promote children's memory, recall and to extend their language skills. They ask children to recall the mornings events and how well activities went. Then they question them so that they extend their interest further. Children's learning at home is effectively supported as staff encourage children to take home books to read with parents and the nursery take home toy. They provide parents with ideas of how to support their child's learning at home and effectively gather information from parents about children's achievements at home. The children's rooms are bright, imaginative, language rich and the layout significantly enhances children's learning. Children can freely select resources and engage in independent imaginative play. They help themselves to a wide range of resources to support their creativity. Children are extremely confident and self-assured and highly motivated to learn. They explore their surroundings with lots of enthusiasm, both inside and out. The colourful displays that exhibit children's work contributes to their sense of belonging and feeling of respect and self-worth. For example, children's art work is displayed and photographs of them in numerous activities. Staff display keywords in English and children's home languages on some resources. This helps children to recognise words and realise that print has meaning. There is still scope to enhance this further by adding more words, signs and symbols in to the new room, for example, number lines in different languages and communication hand signs to show how people use alternative ways to communicate. Children thoroughly enjoy using their imagination. They use reclaimed materials to make models of their pets and take them for a walk in the garden. Large cardboard boxes become trains and the carpet in the tree house is magic and flies them all over the world. Children contribute in circle time activities. They learn to let others speak and learn to be patient while waiting till it is their turn to talk. Children love listening and joining in with favourite stories and staff make sure children's love of books is promoted at all times, in all areas throughout the nursery. The outside area is exceptional. Children access a covered outdoor classroom. This area enhances all aspects of their learning and effectively supports their developing physical skills, curiosity and strong exploratory impulse. Children look around the garden and explore the natural habitat. They learn to take care of their environment and all the animals living at the nursery. All areas of learning are promoted in the outdoors provision and children have access to wheeled toys and are taken for walks down the lane, which support their developing physical skills.

The quality of teaching and learning is excellent. The robust observation and assessment procedures used by all staff monitor children as they rapidly progress towards the early learning goals. They highlight the excellent progress all children make in relation to their starting points and show that older children are developing the necessary skills in readiness for school. Observations clearly identify the next steps in children's learning and are clearly seen informing the planning. Staff are highly skilled in using the Early Years Outcome guidance to identify children's development. This enables them to clearly identify children's skills and assess how well they are doing or if they require additional help and support. Parents contribute to children's learning by ensuring the staff are kept fully informed of children's current interests, events and achievements at home. Parents add

comments to the 'magic wow' board in the reception area and hold discussions with staff at daily handovers. Parents work with staff to follow up any events or achievement completed at home and any comments made to staff about children's learning are added to the children's learning journals. Staff undertake many regular and accurate observations and complete progress checks, which are shared with parents at regular intervals. Parent's evenings enable both parents and staff to build a bigger picture of children's development and contribute to the progress check at age two. Children actively contribute to the planning. Group discussions are held daily to obtain the thoughts and ideas from the children, which are recorded by staff and used to plan the following weeks activities. As a result, children's interests are known and their individual needs are provided for. For example, the role play area was a doctors surgery but children's attention was drawn to the pets in the nursery and how they are looked after by a doctor too. Therefore, the interest in pets was initialised by the children. The babies play area has been extended since the last inspection and really opens up the area so that babies can see the other children and enables them to interact with their siblings during the day. This promotes children's personal, social and emotional development and helps the younger children settle more easily. Resources are stored on low-level shelving in colourful storage units. Children freely select from these storage boxes, which have photographs of the contents attached. This allows children to make independent choices in their play and also helps them to tidy the resources away into the correct containers.

Staff have established excellent partnerships with parents. These are developed through effective settling-in procedures and through the warm and welcoming atmosphere created by the nursery staff. Parents regularly complete 'All about me' forms to keep staff informed of changes in interest, family life and events. In addition, staff complete observations during settling-in times to ensure they have a comprehensive amount of information about the individual needs of all the children attending. Initial assessments are completed by staff to identify children's developmental starting points upon entry. These are combined with the information provided by parents to ensure a bigger picture of children's initial starting points is obtained. Parents are kept extremely well informed of their child's progress through daily feedback, learning journeys, parent evenings and regular newsletters. Staff recognise that some children need extra help and support. So effective planning is in place to support individual children with any special educational needs and/or disabilities. Excellent strategies are used to help children with communication difficulties. Staff use pictures to form of a visual routine to support the children's understanding of the nursery routine and to enable them to make independent choices about what they would like to do. Children with English as an additional language are also effectively supported and their home language is valued and displayed by the staff team throughout the nursery.

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

Children are kept safe and secure through the meticulous supervision and safety procedures undertaken by all staff. The staff give the highest priority to children's safety, indoors, outside and on outings. For example, when children climb up the steps to the upper rooms in the nursery, the staff encourage them to think about how to keep

themselves safe. They remind them to hold on to the bannister and to walk on the widest part of the spiral staircase. Staff explain to children why they should not run indoors when carrying things and during activities they talk to them about the appropriate use of equipment, such as knives and scissors. In addition, when children are going on walks and on outings, they discuss road safety and stranger danger before leaving the premises. As a result, children learn how to keep themselves safe and learn safe practices. Children have many opportunities to enjoy physical activities, fresh air and exercise. They go for long walks in the local woods and explore the lane at the back of the building, where they ride wheeled toys and play ball games. Indoors, they enjoy circle games and music and movement sessions. Staff help children to understand the importance of healthy eating. They talk to children at snack and lunchtimes about foods that are good for them and demonstrate this further through the numerous cooking and baking activities provided. Children learn about allergies and staff help children to find alternative recipes so that all the children can take part in cooking activities. For example, on pancake Tuesday children made egg free pancakes after finding a recipe on the internet. Children learn to make healthy choices and explore where food comes from, enjoy tasting sessions and birthday celebrations. A number of individual dietary needs are effectively managed through the close partnership established with parents. They are made aware of the healthy contents of packed lunch boxes and the foods to avoid because of children's allergies. Children eat healthy fresh fruit snacks, which they prepare themselves and by doing so they learn independent self-help skills from an early age. These include, meticulously following basic hygiene routines, especially after feeding and touching the nursery pets, after toileting themselves, before eating and after playing outdoors. Children learn excellent manners and the social skills they require for starting school. Staff encourage children to become very independent in their own self-care and encourage them to dress and undress themselves in readiness for starting school and being able to do things for themselves.

The nursery has a well-established key person system and this means that all children develop exceptionally close, secure relationships with their own designated member of staff. Children's behaviour is exceptional. They know exactly what staff expect of them because boundaries are sensitively and consistently applied. Staff constantly praise and encourage the children in all that they do. As a result, children are very confident in adult company and have excellent self-esteem. Staff consistently praise children. They provide encouragement and offer positive age-appropriate interventions, when required. Children demonstrate that they are happy and contented and are given opportunities to express their emotions and feelings through their play. For example, young children can look at themselves in the low level mirrors to observe their facial expressions and movement and those of the staff member sitting beside them. Staff play peek a boo games with them and model excellent questioning techniques, for example, by asking 'What can you see?' The babies respond by smiling and making babbling sounds as if talking back. This activity effectively supports younger children's language skills. Children play in a truly inspiring learning environment. They are provided with a wealth of resources, which meet their individual needs and interests. Children learn about the difference and diversity of the world around them. They learn about different cultures and beliefs and celebrate a range of festivals throughout the year. Staff plan a wide variety of activities to allow children to explore different cultures, such as food tasting, creative activities, cultural dressing-up and using a range of multicultural resources.

The nursery staff have established highly effective partnerships with other providers of the Early Years Foundation Stage. As a result, children are exceptionally well prepared for the next stage in their learning and their future move on to school. Children's progress sheets and summative transition documents are comprehensively prepared by staff as children move between the rooms in the nursery. The staff know their children well and provide optimal challenge to ensure that they reach their full potential. Staff consult with other professionals and work closely with parents to ensure that all children's individual needs are noted and met. For example, staff consult with teachers for the deaf, occupational therapists and physiotherapists in the nursery to ensure children's needs are met. Close working with parents also ensures that any medical needs are adhered to. As a result, all children are fully included in all the nursery activities and their emotional well-being is significantly enhanced through the staffs' expertise. There are robust procedures for obtaining information about children's health, such as allergies, from parents in order that these are fully acknowledged and followed. The nursery provides lots of activities and information to prepare children effectively for their move on to school. Staff ask new teachers to visit the children in the nursery and staff talk to children about the changes they will face so that they are fully prepared for their transition.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are exceptionally well understood and implemented by the manager and her expert staff team. This means that children are very well protected in the nursery. Staff complete safeguarding training and demonstrate that they are well informed about child protection procedures and who to contact should they be concerned about any child in their care. Excellent systems are in place, which significantly enhances safeguarding practice. For example, staff constantly review their knowledge and understanding of child protection and first aid by considering what they would do in different scenarios presented to them. Staff are given the opportunity to contribute to staff meetings and to help to review the policies and procedures of the nursery. There are robust recruitment and induction procedures in place when selecting new members of staff and for the checking of staffs continued suitability. The staffing ratios are well maintained to support the correct number of children in all the rooms throughout the nursery. In addition, comprehensive risk assessments cover all areas of the premises and for outings to support children's safety and security. The premises themselves are exceptionally well organised and kept well maintained, safe and clean. This results in the chance of accidental injury to children occurring in the nursery being reduced and further supports children's safety.

The manager and staff team have an excellent understanding of their responsibility to meet the learning and development requirements of the Early Years Foundation Stage. Children's individual progress is monitored and recorded to clearly identify any children that may require further support. By doing so and obtaining help, swiftly the gaps are narrowing and children are effectively supported to reach their full potential. The staff team expertly oversee the planning and implementation of the highly comprehensive educational programme and the manager regularly observes and monitors the quality and

effectiveness of the staffs teaching. The staffs' performance is monitored through robust staff supervision and annual appraisals. The manager provides a specifically targeted programme of professional development to ensure that all staff knowledge is kept up to date. Staff cascade all the training they attend back to their fellow colleagues and implement what they learn into their practice. For example, recent training has changed the way staff gather information from children to inform the planning, which now is more flexible and is firmly based on children's interests, thoughts and ideas and their individual needs. Children make excellent progress in their learning and development because activities are purposeful, interesting, stimulating and developmentally challenging. As a result, children are extremely confident, enthusiastic and highly motivated to learn.

Partnership working with parents is excellent. Parents are kept well informed about all aspects of the nursery and children's learning. News and information for parents is shared daily and distributed in newsletters and also displayed on parent's notice boards in the reception area. Parents are extremely complementary about the nursery and the fantastic commitment and dedication of the staff team. Parents and carers are valued as partners and their views, staff's and children's views are highly valued and included as part of the nursery's self-evaluation process. The self-evaluation process is excellent and contributes to the continued success of this outstanding nursery. Staff have an honest and realistic view of the setting's strengths and the areas that can be improved. They have continued to work on the self-evaluation documents as previously highlighted in the last inspection and continue to make continuous improvements to benefit the children. For example, the building of the new mathematics room, named by the children as the 'Tree house' provides a designated area to engage children's imagination and enthusiasm for learning about number, space, shape and measure. The nursery places a strong emphasis on promoting inclusion for all children, including those with special educational needs and/or disabilities and children who speak English as an additional language. The sensory room actively contributes to this and is used by all the children in the nursery. It provides them with a tranquil and magical environment where children can chill out and explore their senses. There are effective partnerships in place with the local schools and other agencies to enable the continuity of children's progress and learning. The nursery is also highly committed to working in partnership with other professionals. Therefore, the needs of all children are securely met, with any additional support they may need. Staff work closely with all multi-agency workers and hold family meetings in the nursery to support the children and their families. Leadership is inspirational. The manager and staff team are highly motivated to offer excellent levels of care to children and families and as a result of this, all children's learning and development is significantly enhanced.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	317397
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	847725
<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>	42
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Emmy Sealey
<b>Date of previous inspection</b>	03/12/2008
<b>Telephone number</b>	01228 530520

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

