

# Redhill Nursery

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

<b>Inspection date</b>	22/05/2014
Previous inspection date	01/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children have secure, trusting relationships with staff. Consequently, they are settled and happy in the nursery and growing in confidence.
- Teaching is good. As a result, children are motivated to learn and explore and they subsequently make good progress towards the early learning goals.
- Partnerships with parents and carers are good. Staff offer them practical support and advice and welcome their input into their child's care and learning while at the setting.
- Children are safeguarded because managers and staff have a clear understanding of their responsibility to keep children safe and they implement a comprehensive range of policies and procedures successfully.

### It is not yet outstanding because

- There is scope to review the organisation of the group session prior to lunchtime in the two-year-old room, to prevent children from becoming too distracted.
- There is capacity to extend the resources in the baby room to give these youngest children even more opportunities to engage in varied physical experiences to stimulate and challenge their physical development.

## 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 care in the childcare rooms and the outdoor areas.
- The inspector spoke to the manager, staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and other documentation.
- The inspector took account of the views of parents expressed through written feedback, questionnaires and conversations during the inspection.
- The inspector carried out a joint observation with the nursery manager.

## Inspector

Lindsey Pollock

## 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 managed by the Pre-school Learning Alliance and 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 18 members of childcare staff. Of these, 17 hold early years qualifications at level 3 or above. The manager holds a level 6 qualification. The nursery is open each weekday from 7.30am to 6pm all year round, except for Bank Holidays. There are currently 120 children on roll, all of whom are in the early years age group. The nursery supports children with special educational needs and/or disabilities. It 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:

- improve the organisation of the end of morning session in the two-year-old room to help children focus, concentrate and engage
  
- extend the indoor resources for very young children to enable them to move around in different ways to further promote their physical development.

## Inspection judgements

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

Children make good progress in their learning and development. This is because staff clearly understand how individual children play and learn and the quality of teaching is consistently good. Key persons are clear about where individual children are in their learning. They use their observations of children to carefully assess children's progress and plan for the next steps in their learning. Each child has a learning and development record, which includes records of staff observations and assessments, examples of children's work and photographs. These are made available to parents and provide them with valuable information about their child's progress and time spent in nursery. Staff clearly understand the important role parents play and are constantly seeking ways to involve them in their child's learning. They try out different initiatives, such as loaning resources and suggesting some ideas and activities parents can do at home with their children. This helps to maximise children's learning.

Staff successfully help children to acquire the skills, attitudes and dispositions they need to be ready for school. Those caring for the youngest nursery members help them to find a voice by giving them lots of eye contact and interpreting and echoing their sounds. As

children get older, staff support them by listening, responding appropriately and asking open-ended questions. Consequently, children learn to use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Parents comment very positively about the progress their children have made in their speech since attending the nursery. The organisation of small key person group times in the two-year-old room works well in the afternoon and children show impressive levels of concentration and listening skills. However, the short group activity prior to lunchtime is not as well organised to ensure children get the maximum learning from this activity. The group size is too large and there are too many distractions as staff prepare the room for lunch. This results in some children losing concentration and becoming disengaged.

Staff teach children letter sounds in a fun way when this is developmentally appropriate. Older children are starting to sound out the letters in their name and other words and are able to find their named coat peg and placemats at lunchtime. Staff ensure the younger children have access to robust resources with buttons and flaps so they learn to problem solve and investigate how things work. Computers are fully working and easily accessible in the pre-school room, and children are competent with technology. They know and use the correct terms for equipment, such as laptop and mouse. Staff play and talk with children, encourage them to express themselves imaginatively and respond to children's own ideas. For example, when children in the pre-school room pretend they are in a theme park, a member of staff joins in and together they have much fun playing on the 'rides' including the 'scary ghost ride'. As a result of the staff's involvement, the play is sustained and extended with children talking about their feelings and using their imagination well.

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

There is a very relaxed and happy atmosphere within the nursery. This is because staff are warm and friendly and a well-established key-person system successfully supports children's welfare and emotional security. Carefully planned settling-in procedures help children to make trouble-free transition from home to the nursery's care. These arrangements are individualised to meet the needs of children and their families. Parents and carers very much appreciate this, for example, they say, 'staff worked really hard to settle my son into nursery'. Children show by their words and actions that they are confident and at ease in their surroundings. They happily go to staff members for comfort, reassurance or support, and staff respond appropriately.

Children's behaviour is managed well by the staff team and successfully supports children's personal, social and emotional development. Staff are good role models and teach children to show care and consideration for others. They plan group activities, such as making crispy cakes, so children learn how to share and take turns. Staff provide clear guidance to children about the nursery's rules and boundaries and use stories, visual displays and role play to help children think about safety. Staff effectively support children moving on to other early years provision or school. They make these occasions positive experiences for all concerned, full of excitement and anticipation rather than uncertainty and anxiety. Staff talk to children about what to expect and ensure they have the necessary skills to get them ready for school. The nursery environment benefits from lots

of natural light, spacious rooms and secure outdoor play areas. Resources are of good quality and accessible to children to help promote their independence.

Children's health is effectively promoted. Meals and snacks provided for children are healthy and nutritious. The nursery cook provides a wealth of information for families through informative displays about nutrition. Parents appreciate this guidance and look forward to the recipes she provides for them to try at home. Staff routinely talk to children about making healthy choices and encourage them to try different foods. All areas of the nursery are maintained to a high standard of cleanliness. Hygiene routines are good and effectively reduce the risk of infection and cross-contamination. Staff teach children about the importance of regular hand washing and even the youngest children do this independently and with great enthusiasm. Provision for outdoor play is very good. Each room has direct access to an outdoor area and children make their own choice of where they wish to play. There are a good range of resources outdoors to promote children's physical development, such as balancing beams and climbing frames, and children use these skilfully. However, there is scope to provide additional opportunities indoors for the very youngest children to practise their newly gained skills for moving around in different ways, to further promote their physical development.

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

The management team and staff demonstrate a good understanding of their responsibilities to meet the welfare and safeguarding and the learning and development requirements of the Early Years Foundation Stage. This ensures children learn and develop well and are kept healthy and safe. Following a recent incident regarding the supervision of children, the nursery manager notified Ofsted and conducted a full investigation into the circumstances. The manager established that children had not been placed at risk, however, she reviewed all associated policies and procedures to ensure staff remain vigilant at all times. The manager and deputy manager are experienced practitioners who give the staff good levels of coaching and support. They set high standards for staff to work towards as they continue to build on their good practice. There is an established staff team who work well together to meet the needs of the children. All staff working with children have had safeguarding training and this is reflected in their secure knowledge of the relevant recording and reporting procedures. They understand that children's safety is paramount and are alert to the possible signs and symptoms of abuse. The nursery safeguarding policy includes all required information and clearly includes the procedures for the use of mobile telephones and cameras in the nursery. The management team monitor the learning and development provision closely. Activity planning and each child's progress are discussed by the key person during supervision sessions with the manager. As a result, the manager also knows children well and can advise and support staff to ensure children make continued good progress in their learning.

All staff are clearly committed to improving and developing the childcare provision. A strong management team regularly monitors and reviews staff practice and all aspects of the provision. Reflective practice is ongoing and the management team invite parents and other professionals to share their views about the service provided. These views are

subsequently collated and successfully used to set targets and improve practice. Effective arrangements are in place for supervision and appraisals to support staff and identify areas for training. This demonstrates a good capacity of continual improvement and development. Robust recruitment, induction and vetting procedures ensure that all staff are suitably skilled, qualified and safe to fulfil their role. An in-depth induction procedure is in place to ensure new staff are aware of and fully understand the ethos and aims of the nursery.

Partnerships with parents are good and they rate the nursery highly. They particularly praise the friendliness of staff and the how well they know their children. Furthermore, many parents comment positively on the regular opportunities provided for their children to play outdoors and the progress they are making in their learning and development. Successful partnership working effectively supports the needs of children with special educational needs and/or disabilities. Parents, key persons, the special educational needs coordinator, nursery management and other professionals all work together to secure appropriate resources, support and advice for these children. The staff endeavour to build strong links with other local early years provision to further support children's learning.

### **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>	EY368373
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	975835
<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>	120
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	01/11/2013
<b>Telephone number</b>	01642 611 239

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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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