



## Ruddington Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 253401   |
| <b>Inspection date</b>         | 11 July 2006   |
| <b>Inspector</b>               | Judith Chinnery  |
| <b>Setting Address</b>         | Grange House, Wilford Road, Ruddington, Nottinghamshire,<br>NG11 6NA |
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| <b>Registered person</b>       | Anne Lesley Prescott   |
| <b>Type of inspection</b>      | Integrated   |
| <b>Type of care</b>            | Full day care  |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Ruddington Day Nursery is a privately owned setting which opened in 1990 and has been under its present ownership since 1999. It operates from a large, converted, detached house on the outskirts of Ruddington village. The nursery serves the local area and beyond.

There are currently 110 children on roll. This includes 31 funded three- and four-year-olds. The setting supports six children with learning difficulties and

disabilities. There are no children attending who speak English as an additional language.

The group opens each weekday all year round. Sessions are from 08:00 until 18:00. Children can attend a variety of sessions.

There are 19 members of staff working with the children, four of whom work part time. Over half the staff have early years qualifications. Three members of staff are currently working towards a recognised early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children's progress in being healthy is excellent. They really love to be outside and be active, testing their large body skills and developing great confidence as they use the large equipment. Young babies are encouraged to move around, pull themselves up, stretch and crawl. The toddlers relish being outside enjoying the freedom to be able to run and explore the outside area as well as learning new skills in climbing and jumping and using the swings. Older children are really confident as they use the large climbing structure to climb ladders, balance across moving steps and jump from increasing heights. When inside children are adept at listening to the music and moving in different ways to its sound such as running like the wind or swirling around like the fish.

Children are well nourished. Recent consultations with parents have ensured that the meals offered to the children are healthy and nutritionally well balanced. All food is freshly cooked and always includes fruit and vegetables. Staff take great care to work closely with parents to ensure that children's specific dietary needs are met such as making sure food items contain no dairy produce for some children.

Children are learning a lot about good health and hygiene practices. For the younger children there are well-established routines for washing their hands and cleaning their teeth after meals to introduce them to good habits. Older children willingly wash their hands after using the bathroom with little reminder. Projects and group discussions about healthy eating and good hygiene are regular features in the nursery so that older children are developing an excellent understanding of how to manage their own health. Staff have implemented thorough cleaning routines throughout the nursery to prevent the spread of infection amongst the children. Policies and procedures are well known by them and used to support children's good health with accident and medication records being detailed and kept up to date.

Young children sleep peacefully and safely, usually outside as agreed with their parents, in prams or pushchairs. They are well protected and regularly observed by the staff.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The safety and welfare of children is given a high priority in this setting. The areas used by the children are spacious and attractively decorated with children's own art work and photographs. The rooms are free of hazards such as trailing wires and the stairs are effectively guarded to prevent unsupervised access by the children.

Children access well-chosen resources which support their learning. Resources are regularly checked and purchased from reputable companies. Children are able to sit, play and eat safely because chairs and tables are appropriate for their age and stage with young children sitting safely in high chairs with harnesses. Babies are usually fed safely, although staff often sit on the floor to do this which could comprise their safety if another child should fall on them.

Regular risk assessments are helpful in ensuring that the areas and resources used by the children remain safe. Children take part in regular fire drills and have discussions in circle time about other aspects of safety. Older children are developing their understanding of safety and are beginning to take some responsibility for their own safety reminding each other not to push on the stairs.

Children are well protected and safeguarded in the setting because staff are familiar with the local child protection guidelines. They are supported by comprehensive policies and procedures and are aware of who to report to should they have any concerns.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children throughout the nursery are happy and well settled. They are keen to get involved in activities, enjoying their day and achieving well in all areas of their development. The staff form good relationships with the children and support them well in their play and learning.

Staff have become familiar with the 'Birth to three matters' framework and use it effectively to provide a wide variety of activities which encourage young children to explore and experiment. Young babies enjoy squeezing and splashing with the soap and baby lotion delighting in its smell and texture. They are pleased when they successfully find the right button on the toy to make the tune play or light flash. Staff are just beginning to record some observations of children's progress, though they know most of them well and use their knowledge to plan a range of activities which are built around children's interests and what they need to do next. Babies are able to pull themselves up, crawl and move round freely as they learn to walk. The toddlers really enjoy testing their new found skills outside, running and climbing as well as digging in the sand. They enjoy painting and making hand prints as well as trying out new words which staff successfully support with signs and symbols.

### **Nursery education**

The teaching and learning for nursery education is good. Staff have a thorough

knowledge of the Foundation Stage and its stepping stones which they put to good use in supporting children with open ended questions to help them think and challenge them to move on and make progress. Children are confident and able learners because staff praise and encourage them appropriately. They are independent, making choices and using their initiative in deciding what they want to play with and willingly trying new things. Children behave well because staff set clear boundaries. Their learning across all areas is well supported by good resources and a well-organised setting where children know where everything is. The daily routine enables the children to become involved in their activities and to follow their interests as well as time to rest and time to be together in a large group.

Staff know the children well and record and chart their progress through the early learning goals. Most children are making good progress in all areas because staff know when to intervene, lead activities or to allow the child to discover something for themselves. While the staff take many photographs to record what the children can do and are beginning to record some of their observations, these are not always completed regularly or consistently so staff have to rely on their knowledge of the child to record their progress. Staff are however, setting targets for each child and using this information to plan a varied programme of activities which build on children's interests and what they need to do next. Some of the much older and very able children in the setting are making excellent progress through the stepping stones and in some cases reaching some of the early learning goals however, staff do not always clearly identify this in the child's progress charts so that they can continue to challenge them to move on.

Children confidently use spoken language to talk with adults and their peers. They use sentences to explain their intentions and make plans such as discussing what they are going to make with construction items. They enjoy looking at books and retelling the stories from the pictures as well as listening well when being read to. When mark making with a variety of materials such as paint, chalk and pencils most children are producing recognisable images and forming the letters of their own names. Some able children are also recognising that print carries meaning when they produce shopping lists represented by random marks. Children are very able with numbers, they count well and use numbers in their play such as when deciding how pieces might be needed to complete a task. Older children are also beginning to solve simple problems such as taking one away or adding when putting out the cups or setting the table for lunch.

Children's knowledge and understanding of the world is developing rapidly as they explore and experiment with natural and man-made materials. They design and make models by joining materials together purposefully. The computer and other technology is used well with children readily using the mouse to make the programmes work. Their play with the real diving equipment such as wet suits and flippers enthral them and extend their knowledge of the natural world as they look at reference books to discover more about what they might see under the water. Children are developing their understanding of other cultures and beliefs through celebrating festivals and tasting different foods.

Children are agile and move easily around the room avoiding each other and any obstacles easily. They are developing their large body skills really well as indicated

earlier in this report. Children also use cutlery safely and competently as well as handling scissors deftly and manipulating dough, practicing and honing their fine hand skills well. Children love to create their own pictures and models, mixing colours and using a wide variety of materials. They know and love a wide range of songs and rhymes and are familiar with different types of music recognising tunes from films and moving imaginatively in time to the music. Staff support the children and model ideas really well so the children develop increasingly complex role-play scenarios for themselves. They really enjoy being divers trying to walk in the flippers, they involve their friends in scenarios with 'goodies and baddies' as well as using props and dressing up clothes to re-enact 'Power Rangers'. They use their senses well to explore their environment stopping to look, feel and smell the crab apples which have dropped from the tree.

### **Helping children make a positive contribution**

The provision is good.

Children enjoy warm and close relationships amongst themselves and with staff. They are well supported in being encouraged to join in and make a positive contribution in this setting. The good relationships forged with parents enable staff to collect useful information about the children so that they can ensure their individual needs are met fully. Staff ensure that they give regular feedback to parents regarding their child's day and share records such as the complaints records to ensure that all aspects of children's care is transparent to all.

Children who have learning difficulties or disabilities are effectively supported in the because staff work closely with parents and other professionals. The use of simple signing and picture symbols ensures that all children are included and can participate fully in the life of the setting. Staff are knowledgeable about promoting equality of opportunities with the children. They gently challenge children's views and stereotypes, for example, about colours for girls and boys. Children are developing their understanding of other cultures and beliefs through the celebration of festivals and their growing involvement in charity events and other activities in their local community.

Children behave really well in the nursery because staff offer clear explanations and are consistent in their practice. Young children are learning to share and take turns because staff support them appropriately with gentle explanations and distraction. Older children are beginning to resolve differences and negotiate turns with each other because staff remind children in circle and snack times how to behave well.

Partnership with parents for nursery education is good. Parents are offered up to date information about the educational provision through well written information in the prospectus and regular newsletters. They are well informed about the progress their child is making towards the early learning goals and their comments and views are invited and included as staff set targets for the next steps which children need to take. Parents are able to become involved meaningfully in their child's learning because staff give useful information and ideas at parents evenings and through newsletters.

Children's social, moral, spiritual and cultural development is fostered. They behave well in the nursery and are developing in their ability to take responsibility for their own actions. Their understanding and respect for other people and differences in culture and beliefs is growing. They are beginning to appreciate the beauty in the natural world around them.

## **Organisation**

The organisation is good.

The highly competent managers and well-established staff team work well together to ensure the nursery is well organised and that children are well protected and cared for.

The needs of the children for whom the nursery provides are met. Robust systems are in place to ensure that all staff are suitable to look after children. Staff take up training courses regularly to keep their knowledge of child care up to date and have successfully implemented the use of the new 'Birth to three matters' framework.

The setting is organised so that children are cared for in small groups with sufficient staff to give them individual support and attention. Staff deploy themselves around the nursery and activities effectively to enable children to join in, play and learn. Policies and procedures are comprehensive and regularly reviewed and children's records are kept accurately and up to date. This promotes good outcomes for all children in being healthy, staying safe, enjoying and achieving and making a positive contribution.

Leadership and management for nursery education is good. Managers have a thorough knowledge of the Foundation Stage and support staff well in delivering a wide, well balanced curriculum which helps children learn and make progress well. Appraisal systems are useful in helping managers identify individual staff's strengths and weaknesses and to target training in the Foundation Stage appropriately. Although no formal systems exist for the evaluation and monitoring of the educational provision as a whole the setting works closely with a mentor teacher to form a yearly development plan which goes some way to helping them to continue to improve their provision for children.

## **Improvements since the last inspection**

At the last care inspection in April 2003 there were no recommendations set for improvement. At the nursery education inspection at the same time the setting was asked to consider some minor points for improvement in assessment of children's progress and the involvement of parents in their children's learning.

Since the last inspection the setting has continued to improve. The staff now identify targets for children's learning which they use to plan activities based on what children are interested in and what they need to do next. Parents continue to be meaningfully involved in their children's learning through advice and support given in regular newsletters and parents' evenings. This all contributes effectively to opportunities for

children to continue to make good progress through the stepping stones towards the early learning goals.

### **Complaints since the last inspection**

Since April 2004 there have been two complaints made to Ofsted regarding this setting. In July 2004 a prospective parent visited the nursery and raised concerns about cleanliness. An inspector visited the setting and carried out an investigation under National Standard 7 (Health and Hygiene). The inspector found no breaches to any of the National Standards and no further action was taken.

In May 2005 another prospective parent raised concerns regarding the attention staff paid to the children and questioned whether there were sufficient staff on duty over lunch times. They also queried whether the rear entrance to the nursery was safe. An inspector visited the setting and carried out an investigation looking at various National Standards including 4 (Premises) and 2 (Organisation). The inspector found no breaches to any of the National Standards and no further action was taken.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider providing some domestic style furniture in the baby room to continue normal life experiences such as when being fed

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to ensure that children's starting points are clearly noted when recording children's progress and that assessment records are based on



evidence taken from direct observations (this also applies to care)

- ensure that the most able children continue to be appropriately challenged to make further progress particularly towards the end of their time in the setting
- continue to develop the systems for monitoring and evaluating the setting's provision so that all children continue to make good progress (this also applies to care)

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)