



## Redmires Lodge

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY286642  |
| <b>Inspection date</b>         | 11 September 2006                                     |
| <b>Inspector</b>               | Jill Lee  |
| <b>Setting Address</b>         | 20 Harlech Grove, Sheffield, South Yorkshire, S10 4NP |
| <b>Telephone number</b>        |   |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Desmond Paul Breen                                    |
| <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?

Redmires Lodge was registered in 2004. The nursery is privately owned and is situated in the Lodge Moor area of Sheffield.

The nursery operates from a two storey, detached building. Children are grouped according to age; children aged under three years are cared for on the ground floor, while pre-school children have use of two rooms on the first floor. Babies aged under 15 months are cared for in a separate baby room. All children share access to a secure, enclosed outdoor play area.

A maximum of 63 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 throughout the year. There are currently 72 children on roll, of whom 13 receive funding for nursery education. The nursery supports children with learning difficulties or disabilities and for whom English is an additional language.

There are 10 staff employed to work directly with the children. All members of staff have a relevant qualification in childcare and education. The nursery receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children thrive because the nursery follows highly effective procedures and practices, which meet their physical, nutritional and health needs. Health and hygiene practices are very well considered and impeccably implemented. The exceptional adult support and guidance helps children to gain an excellent understanding of good hygiene practice, which actively increases their ability to manage their own personal care. For example, even the youngest children understand why they must wash their hands and learn to get tissues to blow their own nose. They become aware of situations where they may encounter germs, such as when they explore the worms in the wormery. Parents are encouraged to think with children which clothes they should wear, so that they are always safe and prepared for activities, whatever the weather. Staff are thoroughly vigilant in ensuring that arrangements for first aid and administering medication are clearly agreed with parents, especially where medical needs are identified, for example, the use of an epipen. They very attentively follow routines which flow with the child's needs, to ensure they are content and able to enjoy their play.

Meal times are enjoyable, relaxed occasions, which are used extremely successfully to maximise opportunities for social development. The nursery provides a wide range of highly nutritious, freshly cooked meals and snacks that appeal to children's preferences and very successfully meet their individual dietary requirements. Staff creatively encourage children to make healthy choices, by offering varied fruits at snack time and providing an enticing daily opportunity to sample a wide variety of healthy foods. Menus are carefully planned and very varied to help children appreciate a wide variety of tastes and textures in their food, including foods from other countries. The nursery is clearly committed to ensuring all staff are fully aware of current food hygiene practices and are proactive in keeping abreast of latest guidance.

Children enjoy well planned physical activities, as staff plan time for robust physical exercise outdoors each day. They are developing a very healthy independence and are securely supported as staff skilfully interact to help children master new skills. They do stretching exercises, learning how to warm up their muscles; they use their bodies in different ways, listening to instructions carefully as they touch their toes and jump up and down on the spot. They use their bodies with confidence, exploring and trying out new challenges. Children enjoy walking along the stepping stones on the grass and balance on the balancing beam. They push each other along on the trailer bike and learn to avoid obstacles as they pedal down slopes. They enjoy large scale construction using crates; they make bridges and structures to support their imaginary play. Staff have identified the need to provide more resources to promote opportunities for large physical play, for example, children do not have access to large climbing equipment except during occasional visits to the park. Children relish their time in the fresh air and enjoy outdoor experiences in all weathers.

Highly effective and supportive interactions foster children's all round development; staff intuitively know when to interact and offer support. They liaise very closely with parents so that they are highly alert and responsive to individual needs. Interactions with children are very warm and trusting; they feel very secure and special because staff sensitively nurture their sense of well-being.

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

The provision is outstanding.

The nursery offers a very welcoming and child-focused environment, where children are thoroughly safe and secure. Staff have a high level of awareness of safety issues and are meticulous in ensuring all areas of the nursery are safe; risks, both indoors and out, are identified and minimised. Children enjoy their play in an extremely safe environment where use of space is most effectively organised to allow children to move around safely, freely and independently. Organisation of the daily routine meticulously considers the safety needs of children of different ages; staff are constantly alert to the ways in which children use the daily environment, monitoring potential risks to avert accidents. Children's safety and welfare are enhanced by vigilant supervision.

Children learn to use the well-planned space purposefully and with confidence. A wide and balanced range of excellent quality resources is stored at child height so that children can select them safely and without help. Appropriate risk assessments are conducted and practice is consistently monitored and evaluated to increase children's safe and independent participation in everyday activities.

Children's understanding of safety issues is excellent because staff routinely discuss limits and boundaries with them. They develop an awareness of dangers, for example, staff talk about the risks in talking to strangers and why it is important to listen carefully to rules. They learn to walk down the stairs very sensibly in single file, holding onto the lower handrail. Children understand why they need to tidy away toys as they finish with them to minimise accidents. They know why it is not safe to run indoors and why some activities are limited to only a certain number of children, for example, the ball pool. Consistent reminders and explanations encourage children to begin to take responsibility for keeping themselves safe. Procedures to ensure safe evacuation in the event of an emergency are exceptionally well-considered. Staff practise safe evacuation with the children to help them understand the dangers and how to ensure their own safety by following procedures.

Protecting children is given the utmost priority. Staff nurture children's confidence and encourage vocabulary to share their feelings and make their needs known; they encourage a positive self-image through 'independence and autonomy'. Staff sensitively establish supportive relationships with parents, using the comprehensive written policies to explain their responsibilities. They are confident to record existing injuries and discuss these with parents; they use the daily journal well to share any concerns. Staff rotas clearly identify any persons not yet fully vetted, so that they do not have any sole charge of children. Staff practice is underpinned by extensive and up to date knowledge of child abuse and neglect. All staff have accessed recent training opportunities and have a comprehensive understanding of their responsibilities within child protection procedures, so that children's welfare is fully safeguarded.

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

The provision is good.

Children love coming to the nursery; they arrive happily, keen to explore and play with their friends. Staff know them extremely well and are highly attentive to their individual needs. The nursery environment is bright and stimulating, but also calm and inviting; the daily pace is gentle and relaxed, allowing children to share and absorb experiences. Close and caring relationships help children to settle and feel secure, nurturing high levels of confidence and self-esteem. They are busy and contented.

Staff plan a wealth of highly enjoyable experiences, which support and challenge children's development. They observe children carefully to discover what engages them and resourcefully promote and stimulate their interest. They know them exceedingly well and plan activities to extend their development; they make learning fun. There is a good balance between adult and child-led activities, allowing children time to explore independently and at their own pace. They become absorbed in imaginative, sensory and exploratory experiences; they freely explore paint, sand, water and dough and experiment as they pour, sift and sieve. They use a wide range of natural materials in their tactile play. They become engrossed in mixing paints and play dough; they comment on the 'stickiness' of the play dough. They become fully engrossed in construction activity as they build a house together.

Role play opportunities are planned frequently, both indoors and out, and children develop their imagination well in small world activities. However, the role play area is not freely accessible within the continuous provision, rather as an activity to choose in another room. This limits children's spontaneous opportunity to develop and extend their own imaginary play. Activities enjoyed outdoors encompass all areas of learning but staff have identified the need to further develop planning to enhance children's play experiences using the outdoor environment.

The quality of babies' and toddlers' learning experiences is enriched by activity planning and assessment based upon the 'Birth to three matters' framework. Children have warm and trusting relationships with the staff and with each other. They are inquisitive and motivated to learn because staff provide a wide range of purposeful, well-planned activities, which capture their interest and arouse their curiosity. Staff observe children closely, so that they enrich the continuous provision within the play environment with activities and resources which skilfully reflect children's interests. For example, they enjoy a range of squeazy toys and have sponges in the water to extend this exploration; they squeeze and prod jelly cubes and play dough, fascinated by the texture.

Babies enjoy heuristic play experiences and explore the many natural resources in the treasure baskets. Staff observe and support their play skilfully, enabling them to enjoy the stimulating environment, as they independently select resources and extend their own play. Staff listen actively to what children say, interacting warmly with both verbal and non-verbal communication, responding to and interpreting first sounds and body language. Younger children enjoy lots of cuddles and physical closeness, so they feel secure.

## **Nursery Education**

The quality of teaching and learning is good. Teaching helps children to make good progress towards the early learning goals because staff have a full understanding of the Foundation Stage curriculum and how to help children to learn and progress. Activity planning is 'interest led', so that children are motivated to learn through the stimulating and varied experiences planned, which reflect and extend their own experiences.

Activities are well matched to children's learning needs, so that they are motivated and their interest sustained. The environment is organised very successfully to promote their independent choices. Children concentrate very well with activities they enjoy. Staff interact positively with children, using open questions to stimulate their curiosity and extend their learning. Children's behaviour is very good; staff model skills and consistently reinforce expected behaviour, so that children understand the difference between right and wrong.

Children are very confident communicators; staff promote use of correct language so that the quality of children's questions and observations is high. They are able to listen very attentively. They recognise and begin to write their own name and become very interested in the sounds of letters as they enjoy the 'jolly phonics' sessions. Children love reading stories, choosing books from the book shelves to read to each other, pointing to the words as they read. Children enjoy factual books, which help them to find out about animals from around the world. They have lots of opportunity to practise mark making but opportunity to write for real purpose in their role play is more limited. They learn to count in everyday routines and to recognise numbers; they point to and name numbers one to nine on the mobile phone. They investigate mathematical ideas as they construct with bricks, compare the shapes and sizes as they engage in a counting activity and tidy the blocks away so they fit into the storage box. Staff encourage children to solve problems themselves within their play, for example, they calculate what size brick is needed to make a door on their house and decide sweeping the floor is easier if chairs are moved.

Children experiment with different media and explore their own creative ideas; they make collage pictures, design their own models, enjoy action rhymes and explore musical instruments. Part of each day is spent outdoors, exciting children's interest in the natural world and changing seasons. They talk daily about the weather, learning new language to describe it; they are interested in growth and have planted green beans and some heathers. They gently 'capture' a ladybird and admire its markings; they are fascinated by mini-beasts in the garden.

Staff have established comprehensive systems to assess each child's progress using both spontaneous and planned observations. This information is used effectively by staff to support children's individual needs and plan next steps in their learning. However, staff do not sufficiently clearly define the links between their observations of children's achievements and their own role in promoting new learning within activities in the continuous provision. This means that some children are not consistently challenged in their play. Also, activities in large group times are not always appropriately differentiated, so that children are fully engaged.

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

The provision is good.

Children develop a strong sense of belonging to the nursery; they are familiar with routines and help to look after their environment. Staff very effectively meet children's individual needs so that they are very secure and settled. They are fully included as staff nurture and value their individuality. They ensure all children are able to take part in all activities, according to their needs and abilities.

Children are very independent and very capably manage many of their daily experiences, for example, they have their own drawer, which is clearly labelled, to put their pictures safely to take home. Staff encourage children to make positive and active contributions to the daily routines of nursery life. They return toys to the shelves and drawers when they finish playing and help to tidy everything away when it is outdoor play time. They help to set the table for lunch and sometimes help to prepare their own snack. However, the arrangement for provision of meals at lunchtime limits opportunity for staff to allow children to choose and select what they eat and to serve themselves.

Children are encouraged to take responsibility for their own behaviour as they play. Staff consistently reinforce rules and boundaries; reminders are used extremely well to alert children to the next stage of the daily routine. Politeness, sharing and good behaviour are sensitively encouraged and rewarded. Children are spontaneously very polite in their interactions, for example, they ask to share news by saying 'please can I say something'. They play together very harmoniously, learning to cooperate and think about the needs of others; they share and take turns and successfully begin to manage their own behaviour. Staff skilfully help them to resolve difficulties together, so they are always confident of support.

Children learn about the world around them as staff plan activities raising their awareness of living things and of the lives and festivals of people in other countries. Visitors to the nursery, like the police and fire service, and occasional outings help to stimulate their interest in the local community, although staff have identified this as an area to develop further. Children are encouraged to make their own choices and decisions as they plan their play. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. It is based on a foundation of trust and respect as staff fully value the expert knowledge parents have of their own child and work closely with them to ensure consistency with home. Staff find out from parents what children enjoy, what they already know and can do and share effective ways to build on this. Relationships with parents are trusting and relaxed, promoting children's sense of security.

Regular newsletters keep parents fully informed about nursery developments and very careful consideration is given to how parents' views and suggestions are sought, for example, via questionnaires. Staff talk through policies and procedures with parents at induction but copies are not readily accessible unless requested. The complaints policy is displayed on the notice board, although the contact details for Ofsted are not up to date. Parents feel confident to raise any concerns and a complaints log is kept as required.

Parents receive detailed information about what their child is doing and learning. Information shared on a daily basis is valued by parents; a daily journal gives them practical information about their child's care, together with detailed information about the activities they have enjoyed. Parents are well informed about both the 'Birth to three matters' framework and the Foundation Stage curriculum; they can readily access their child's development profile. Children's milestones and achievements are evaluated and planning for next steps is shared with parents; formal parents' evenings are held twice a year. Activity planning is displayed and 'link sheets' help them to be involved in projects and become familiar with what their child is learning. For example, they are asked to help their child find family photographs for a project about the family.

## **Organisation**

The organisation is outstanding.

Staff in the nursery have an excellent knowledge and understanding of children's needs and the highest regard for their well-being. Children are completely relaxed and at ease in their care. Their care is significantly enhanced by exceptional organisation. Staff plan use of space and resources very skilfully to engage children's interest and promote their independent participation. They follow individual routines to promote their welfare, care and development.

Leadership and management of the nursery is good, with some outstanding elements. The manager is exceptionally effective in developing the staff team and has a very clear vision for future developments. Staff have a very good understanding of the 'Birth to three matters' framework and the Curriculum Guidance for the Foundation Stage. The personal development and achievement of all children in their care is prioritised. Well planned observations help staff to track children's progress and plan next steps in their learning effectively, enabling staff to ensure children make good progress towards the early learning goals. Systems to monitor the quality of teaching and its impact on learning are being developed but are not yet fully robust.

Comprehensive and exceptionally well documented policies and procedures are shared in highly effective ways with parents; clear written agreements inform all aspects of the nursery's practice. All required documentation, which contributes to children's health, safety and well-being, is in place and is regularly reviewed. Procedures to ensure staff suitability are very robust; detailed induction procedures and ongoing appraisal of skills and training needs promote highly professional childcare practices throughout the nursery. First rate management ensures that planning and self-evaluation is thorough and effective, so that the capacity to continue to improve is excellent.

Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was asked to continue to plan for staff access to relevant training opportunities. There are very clear self-evaluation systems to assess on-going development needs for the nursery. Well planned staff appraisals enable staff to access appropriate training opportunities, which enable them to enhance the daily play and learning experiences planned for children.



## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- increase children's free opportunity to use imagination in role play activities within the continuous provision and further develop the range of play experiences offered using the outdoor environment.

#### **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):

- develop clearer links between observations of children's progress and the staff role in promoting new learning, so that children are fully challenged in their free play
- develop clear systems to monitor the impact of teaching on children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)