



Rosebuds Nursery

Inspection report for early years provision

Unique Reference Number	EY296149
Inspection date	06 July 2006
Inspector	Julie Wright
Setting Address	Surestart Ashton, Rosehill Centre, Rose Hill Road, Ashton-under-Lyne, Lancashire, OL6 8YG
Telephone number	0161 343 5482
E-mail	
Registered person	Rosebuds Childcare Limited
Type of inspection	Integrated
Type of care	Full day care, Out of School 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.

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?

Rosebuds Sure Start Nursery opened in 2005. It operates from a self-contained Sure Start building adjacent to Rose Hill Methodist Primary School in the area of Ashton-Under-Lyne, Tameside. There is an enclosed outdoor play area.

The nursery serves the local area. The staff take and collect children from the primary school. The nursery is open from 07:30 to 18:00 Monday to Friday all year round except Bank Holidays and one week at Christmas. The out of school care is

open from 07:30 to 08:45 and from 15:15 to 18:00 in term time and from 07:30 to 18:00 during school holidays. The nursery supports children with special educational needs.

There are 104 children on roll aged from 3 months to 11 years. Twenty children receive a nursery education grant.

Twenty staff are employed to work with the children, the majority of whom are qualified. The setting receives support from the Quality Team in Tameside and is working towards a recognised Quality Assurance accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff implement an effective sickness policy to protect children from the risk of illness and infection. Children recognise signs and pictures in the bathroom which remind them to wash their hands. They enjoy looking at themselves in the mirror as they learn good hygiene practice, such as brushing their teeth after meals. Tables are routinely sprayed and wiped between activities, which protects children's health and ensures that surfaces are clean. Suitable nappy changing procedures are in place to prevent risk of cross-infection. Children also benefit from the use of individual sleep mats with clearly labelled blankets. The majority of staff have current first aid certificates which safeguards the welfare of children. Clearly organised procedures are in place to accurately record accident and medication details.

Children are well hydrated as they have access to frequent drinks. They select their own named cups and pour water with little help required. The pre-school children further develop independent skills as they serve their own lunches and help with small tasks, such as setting the table. Meals are nutritious and are based on a healthy eating plan. Children become aware of foods that are beneficial and also enjoy some activities in food preparation. For example, they take part in baking and making pizzas for tea time. Individual dietary requirements are known and met well.

Children have regular outdoor play opportunities and develop physical skills and coordination. They use balancing equipment and carefully manoeuvre wheelie toys in the designated area. Children benefit from physical play sessions and become aware of the affect that exercise has on their bodies. They feel their heartbeat quicken and talk about being hot as a result of the activity. Children develop fine motor skills and hand to eye coordination through various activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in warm and welcoming premises. They are familiar with the setting which is bright and attractive to them. Mirrors and mobiles are placed at child height and children respond with interest as they move around. Children are cared for

in three areas which are clearly organised to suit the ages of the children. Premises are maintained to a satisfactory standard of cleanliness and in suitable condition. A sensory playroom is used regularly to stimulate babies in safe and comfortable surroundings. Toys and equipment are maintained in good condition and meet the required safety standards. Resources are varied and provide choices for children which meet their developmental needs.

Routine visual checks are undertaken and written risk assessments are completed. Policies and procedures include health and safety checks to promote a safe environment for children. They learn about fire safety as they regularly practise evacuation procedures. Staff remind children to be careful and set safe boundaries for them. Children take part in topics which help them become aware of people who are responsible for their welfare.

Staff attend appropriate training in child protection procedures to safeguard the welfare of children. They demonstrate a clear understanding and provide detailed information for parents in the prospectus. New staff are made aware of the policy during the induction period.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled, happy and stimulated well in the nursery. They are familiar with the routines and environment and feel secure. Children have good relationships with staff and learn to be sociable together. Younger children play alongside each other as they become used to group situations. Babies respond to familiar faces and they smile or wave as staff enter or leave the room. Babies and toddlers show interest in their surroundings as they explore the play areas. They make verbal observations or point and gesture in excitement as they play. Detailed planning includes a good range of sensory play opportunities and experiences for children under three years. These include the use of sand, water, shredded paper, jelly and ice cubes. Babies explore treasure baskets, which include household items, with interest.

Staff interact well with the children and sit with them to support their learning and play. There is a good balance of free play where children use their natural curiosity, and more structured activities with a specific purpose. Language development is promoted as staff talk to the children in activities and they have regular singing sessions. Babies begin to copy familiar actions in rhymes and simple signing.

The Out of School care provides the older children with a varied, age-appropriate range of activities. Children can choose whether they want to relax or play. They enjoy table football, games and taking turns on the play station. They have a designated room in the nursery and additional space as required on the school premises.

Nursery Education.

The quality of teaching and learning is good. Staff plan an effective range of activities which link to the early learning goals and promote overall development. They are

clear about learning intentions as they extend children's thinking by asking questions during the activities. Staff have very good relationships with the children and take interest in their ideas and achievements. They use individual observations to effectively plan for children to make good progress.

Children are confident and interested as they move around. They are encouraged to develop independent skills and are pleased to do things by themselves or to help staff. They are eager to learn, motivated and willingly join group activities. They are cooperative and follow instructions in games or group situations. Children happily occupy themselves as they explore. For example, children can reach the watering can and water the plants outside. Children have some opportunities to consolidate their learning, however, the imaginative play area does not always include sufficient resources to effectively promote mathematical and creative development.

Children communicate and express themselves very well with others. They use complex sentences and speak confidently to share ideas and describe incidents. Children begin to link letters to sounds in phonic activities, examples of which are shared with parents, so that they can reinforce learning at home. Children recognise that print has meaning in pictures and signs. They identify their names on labels and enjoy letter writing activities. They have opportunities to make marks independently as they select accessible notepads and writing materials.

Children use numbers and count in various activities, songs and stories. Children see numbers throughout the setting and use the maths area as they play. Mathematical language is used in constructive and creative play as children compare size and capacity. However, staff do not always extend the opportunities for children to calculate, for example, during snack or meal times.

Children develop a sense of time as they confidently relate past and present incidents. They understand the routines in the nursery and know what happens at different times of the day. Children learn about how things grow as they plant seeds and bulbs. They talk about the plants outside and begin to take an interest in nature. Children play imaginatively with dinosaurs in the trays of grass that they have grown. They benefit from an interesting range of malleable and sensory play materials which are regularly available. However, there are few resources to promote children's understanding of information technology and how things work. Children develop awareness of the wider world and community through well planned activities, events and celebrations. Resources with positive images of diversity are readily accessible and help children to recognise similarity and difference in society.

Children show a good sense of space and are aware of boundaries as they confidently move around the setting. They competently use suitable outdoor equipment which promotes physical skills and coordination. The outdoor area is being further developed to improve the challenges for children. Children develop fine motor skills and have good control when cutting with scissors, threading or using writing materials.

Children have opportunities to freely express themselves with paint and modelling materials. They are proud of their displayed pictures, mobiles and paintings. They use their imaginations well as they construct dens outside with large pieces of

material and pegs. Children join in songs and action rhymes with enthusiasm. They enjoy music and movement where they pretend to grow as they imagine themselves to be a small flower becoming taller. Overall, children make good progress towards the early learning goals given their capability and start points.

Helping children make a positive contribution

The provision is good.

The clear equal opportunities policy is effectively implemented by staff. Children are warmly welcomed as they arrive and are reassured as they settle. Staff meet the needs of children well as they are familiar with children's preferences and individual personalities. Resources with positive images of diversity are varied and reflected throughout the setting. Staff have a sound understanding of special needs issues and promote inclusion.

Children respond very well to the positive behaviour management methods used by staff. Children are well behaved and cooperative in the setting. They understand the routines and boundaries and follow instructions in activities. Self-esteem is promoted as children are praised for their achievements and rewarded with stickers. Children enjoy helping the staff to tidy up or prepare for an activity and show a good sense of responsibility. They learn to empathise and begin to understand about feelings as they play with special dolls and a teddy. Children develop positive attitudes and their spiritual, moral, social and cultural development is fostered.

Partnership with parents is good as staff effectively promote positive working relationships. They share information on a regular basis through informal discussions and meetings. Parents provide initial information to inform staff of their child's developmental stage. Newsletters include details of current themes and suggest ideas to help parents to consolidate children's learning at home. The setting seeks parent views on the provision and they provide positive feedback on all aspect of the care received.

Organisation

The organisation is good.

Children are happy and secure as they benefit from the well organised care and the clear routines. An effective key worker system is in place and staff work well together. They are aware of their responsibilities and keep each other clearly informed of their intentions. Children remain occupied by staff as others prepare for the next activity or complete general tasks. Children have good levels of supervision and support during most of the day, however, in some areas, staff lunch breaks occasionally impact on the consistency of ratios. Recruitment, vetting and induction procedures are in place to ensure that children are cared by suitable persons. They are at present under review to ensure that they include health suitability.

Leadership and management is good. Sufficient staff have attended Birth to three matters and the Foundation Stage training. They are secure in their knowledge and

understanding of the framework and curriculum. Staff plan and implement effective programmes of activities to suit the ages and stages of children's development. They record observations and frequently update the children's development files. This information is used to ensure that children make consistent progress in all areas of their development.

The manager evaluates and monitors practice in the setting through regular team meetings, staff appraisals and with support from the local authority Quality Team. Staff training needs are identified and they attend relevant courses to update their knowledge. The setting is currently working towards a recognised Quality Assurance award which reflects a commitment towards continuous improvement.

Records and documentation are very well organised and maintained in good order. The comprehensive policies and procedures are effective and contribute to the care, safety and welfare of children. Overall, the provision meets the needs of the range of children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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.

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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):

- improve recruitment and vetting procedures and the organisation of staff

breaks.

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 the role play area and improve the opportunities for mathematical development
- improve the opportunities for children to use information, communication and technology equipment.

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