



Rise and Shine Day Nursery

Inspection report for early years provision

Unique Reference Number	EY225879
Inspection date	30 November 2006
Inspector	Carly Mooney
Setting Address	108 Ledbury Road, Longthorpe, Peterborough, Cambridgeshire, PE3 9PN
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Registered person	Alison Jean Holmes
Type of inspection	Integrated
Type of care	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.

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?

Rise and Shine Day Nursery opened in 2003. It is situated within the grounds of Jack Hunt Secondary School in Peterborough and operates from three rooms in a converted bungalow. A maximum of 27 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from three months to under five years on roll. Of these, eight children receive funding for early education. The nursery currently supports one child with learning difficulties and disabilities.

The nursery employs nine members of staff. Of these, all hold appropriate early years qualifications. The nursery receives support from advisors at Peterborough Children's Strategic Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean environment. They are able to experience a range of activities which contributes to their good health, such as daily exercise in the fresh air. Children's personal health and hygiene is promoted well. They understand the importance of washing their hands before eating and after using the toilet which prevents the spread of germs. Children participate in routine procedures, such as brushing their teeth in the middle of the day which helps to prevent decay. Staff are good role models and reduce the risk of cross-contamination by washing their own hands before preparing snack and wearing aprons and gloves when changing nappies. The daily routine allows for all children to have periods of rest and activity, which suits their individual needs. Staff work to clear policies and procedures which have been devised in relation to health, hygiene, medication and illness. These are reflected in their practice in order to effectively safeguard children's medical welfare. All staff are first aid trained which allows them to act promptly in the event of a medical emergency.

Children's growth and development is promoted through a range of balanced and nutritious, meals and snacks which includes a variety of fresh fruit and vegetables. For example, apple, cheese, breadsticks and raisins. Some children understand the importance of healthy eating and make comments, such as 'my sister has grown because she eats her vegetables. I eat my vegetables to grow big and strong'. Children are able to control their own thirst as drinks are independently available throughout the day. Staff are aware of children's individual needs regarding allergies as lists are displayed in all rooms to remind them when preparing food.

Children are provided with regular opportunities to experience outdoor play. They show that they have an awareness of their own personal space as they manoeuvre their cars and scooters with ease, changing speed and direction as necessary to avoid collision. They are encouraged to develop their climbing and balancing skills using a variety of resources, such as the climbing frame and logs. Older children safely and purposefully use a variety of tools such as scissors and pencils to develop their fine muscle control. They successfully pick up small craft objects to use in the play dough, cut along a zigzag line and thread wool through a strainer to hang outside.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a well-organised environment with clearly defined play areas. They have independent access to a varied range of safe and suitable equipment which are in good condition. Weekly cleaning routines in the babies' and toddlers' room help to keep toys free of germs and ensure they are regularly monitored for breakages.

Effective safety measures that keep children safe both inside and outside are in place. The use of thorough check lists of the premises ensure that potential risks are identified and the appropriate action can be taken to ensure the continued safety of children. Effective practices are in place which actively contribute to keeping children safe. For example, parents and visitors are personally seen in and out of the building, the garden is checked before play commences and fire drills are practised on a regular basis. Sensible organisation of rooms, allow children to move freely with minimum risk of hazards, such as tripping. Door stoppers prevent children's fingers from becoming trapped and painted pictures on the patio doors avoids children walking into the glass.

The welfare of children is promoted effectively as staff have a sound knowledge of child protection procedures and know their duty of care towards all children. The child protection policy has clear procedures for staff to follow should they have concerns about a child's welfare. Children are well protected from the risk of harm, as they are never left alone with people who have not been vetted or released to adults of whom the nursery have no prior knowledge.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confident. They settle with ease and eagerly participate in the activities provided which stimulates their learning. Children are cared for by warm, kind staff who give them individual time and attention, therefore making them feel welcomed and secure within the setting. Clear relationships have formed, with babies and toddlers enjoying lots of cuddles. Children interact positively with all staff and are supported well in their play.

Staff working with younger children have clear knowledge of their role. They understand children's developmental needs well and plan a stimulating range of activities to encourage their all round development. Staff are effectively implementing the 'Birth to three matters' framework into their weekly plans to further develop and assess children's progress.

Nursery Education

The quality of teaching and learning is good. Children are making effective progress towards the early learning goals. Planning is in place which allows for the six areas of learning to be covered on a daily basis through a broad range of activities. However, plans lack detail and do not show how activities for more able children could be extended. In practice some activities allow learning opportunities to be missed, such as children being able to cut out their own templates when making parcels for a display. Staff are actively involved in all activities and show a genuine interest in listening to children speak. As a result children are developing social and conversational skills that enable them to express themselves openly. Children are observed on a regular basis in order to assess their developmental process. Plans are in place for each child which identifies their areas of interest and helps to influence the future planning of activities.

Children are happy and confident and enjoy their time at the setting. They listen well when staff are speaking, show good interest in the activities provided and have formed close relationships with their peers. They are co-operative and happily share resources, such as the

glue and scissors when creating pictures. There are good opportunities for children to develop their independence, for example, setting the table for snack, pouring their own drinks and making stretchy dough. Familiar routines, such as helping to tidy the toys away and choosing to wipe down the table after messy play gives children a sense of responsibility.

Children are confident speakers and engage in lengthy conversations with staff and peers. In activities they talk through their actions and describe what they are making, for example, 'I need glitter to make a shiny snow globe'. Clear mark making opportunities are provided on a daily basis and children are given good opportunities to recognise their name, for example, through name cards which are always accessible to children. Labels around the room and on resources helps children to understand that print carries meaning. Children show a good interest in books which they can independently access. A comfy area is provided and they enjoy being read to on a one to one basis throughout the day. Children are able to further extend their interest in books by taking them home to read with their parents.

Children's counting skills are developing well and they are easily able to count up to 10 and beyond. Staff encourage counting in routine activities, such as snack time as children count the number of cups needed for the children present. A permanent area for maths enables children to develop their counting and sorting abilities, as well as number recognition. They use numbers in their play, such as counting two cups of water for making the dough and the number of fingers on each hand when playing with the puppets.

Children have good opportunities to explore and investigate their natural environment. A mini-beast area in the garden is developing well and children learn about growth and change as they grow their own vegetables and plants, such as runner beans and sunflowers. Children have developed a clear sense of time and place as they happily talk about their family and events in the future, such as Christmas and which school they are going to attend next year. Children sing familiar songs in group situations and use a variety of instruments to explore rhythm and listen to the different sounds they make. They independently create their own pictures and objects, for example a king's crown using a variety of tools and materials, such as scissors, glue, glitter and sticky tape.

Helping children make a positive contribution

The provision is satisfactory.

Children feel a sense of belonging as the nursery welcomes children from all backgrounds and of all abilities. Staff support children well, especially those with an identified learning difficulty or disability so that they feel included. They ensure they gather all necessary information from parents and outside agencies to be able to care for such children effectively. Children are able to appreciate and learn respect for a variety of cultures and beliefs, through the celebration of religious festivals, such as Hanukah. However, resources which reflect positive images of others are sparse throughout the nursery which limits children's understanding of the wider world.

Children throughout the nursery behave well. Children are treated with respect at all times and have formed trusting relationships with their peers. Staff are fun to be with, occupy children at all times and offer praise and encouragement to build self-esteem, which all contributes to

the good behaviour children display. Children's spiritual, moral, social and cultural development is fostered well.

The partnership with parents and carers is satisfactory. Staff are open and friendly and as a result positive relationships have formed with all parents. They receive detailed information about the Foundation Stage through a parents pack as their child moves into pre-school and a daily diary gives a small insight into the activities their child has enjoyed that day. However, staff have not been consistent in informing parents of their child's progress. There have been no progress reports or parents meeting in the past year, even though this is usually a nursery policy. Regular newsletters involve parents in activities by asking for items from home to support topics in which the children are participating.

Organisation

The organisation is good.

Children feel comfortable and at ease in the well organised environment. Their play opportunities are maximised through effective use of the available play space both inside and outside. They are able to move freely within their rooms and choose where they would like to play. This helps to encourage their confidence and independent skills.

Staff working with children show care and concern for their welfare to give them a sense of well-being and all staff know established children well. Effective procedures are in place for ensuring staff are suitable to work with children. Staff are suitably qualified and continue to develop personal and professional skills through attending regular training. All required documentation is in place and used to support the smooth running of the setting.

The quality of leadership and management is good. Staff are well established and knowledgeable in childcare and clearly put the needs of all children first. They are an enthusiastic and dedicated staff team who are aware of their roles and responsibilities and share good practices. The manager has a clear understanding of nursery education and is focussed on the development and achievement of all children. The provision is effectively managed and monitored through good practices, such as, regular staff appraisals and parent questionnaires. Monthly meetings encourage ideas from staff on how to continually improve the learning environment for the children. 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 setting received four recommendations regarding care and one regarding nursery education. These related to the covering of snacks to prevent cross-contamination, storage of items to ensure areas were not left cluttered, increased confidentiality of some documentation, displaying of positive images of disability and providing more frequent opportunities for simple calculation in pre-school. These have all been adequately addressed and have a positive impact on the care, welfare and learning of the children.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection 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.

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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):

- continue to improve upon positive images and resources which reflect equal opportunities

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 planning systems to show how children's learning can be extended and ensure learning opportunities are not missed
- improve opportunities for parents to be informed of their child's progress in the Foundation Stage.

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