



# **Rotherham College of Arts and Technology Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	303264
<b>Inspection date</b>	05 December 2006
<b>Inspector</b>	Lynn Rodgers
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<b>Registered person</b>	Rotherham College of Arts and Technology Day Nurse
<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?

Rother Valley College Day Nursery opened in 1992. It operates from the main college site and is available to the parents of children in order to support their further learning. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday, term time from 08.00 to 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 40 children on roll aged from two to under five years. Of these, 10 children receive funding for nursery education. Children mainly come from the local catchment area, with some from further a field. The nursery supports children with specific learning difficulties.

The nursery employs eight nursery officers and the two managers. All staff hold appropriate early years qualifications. Three staff are aiming to work towards a Level 4 qualification. The setting receives support from the local partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children thrive because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. Good adult support and guidance helps children gain a positive understanding of hygiene and a real desire to become independent in their personal care. Staff follow the local environmental health guidance for the preparation of foods and ensure all work surfaces are kept clean and free from clutter.

The routines for snacks and lunch do not provide opportunity for all ages of the children to sit together. They are fully supported by adults but this means their interaction and independence is limited at such times. For example, pouring their own drinks and spreading butter on toast. Adults take into account the individual and cultural needs of all children. Older children are able to talk about what they like or dislike and what foods are good for them. Good adult support ensures children's individual needs are met.

Adults provide children with many opportunities to explore, test and develop physical control in stimulating indoor and outdoor experiences. Staff have a good understanding of the 'Birth to three matters' framework to support a strong and healthy child. Their understanding of each child's stage of development means the youngest children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. Older children develop a positive attitude to physical exercise through both fine and gross motor skills. They delight in the challenges of a versatile range of activities, such as climbing, running, jumping and manoeuvring cars and bicycles, which they tackle enthusiastically.

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

The provision is good.

Indoor space is used effectively so children have room to move around freely and independently. Children use a variety of good quality toys and play materials appropriate to their age and stage of development. They can reach toys and resources easily, as they are organised in low level storage. All children enjoy many shared experiences because there is sufficient child height furniture to enable them to sit together comfortably, such as when accessing the computer.

Children are cared for in a secure welcoming environment by adults who fully understand their role in promoting children's safety. Adults encourage children to tidy away discarded toys and be aware of their environment. Risk of accidental injury to children is minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. The setting is very well designed and organised and has good safety and security precautions, such as key pads on all doors and a visitors' signing in and out book. Practitioners help keep children safe within the setting and on outings because they understand and comply with health and safety requirements and by maintaining adult-child ratios.

Children's well-being is safeguarded due to staff having secure knowledge of local safeguarding children procedures. All staff have attended child protection training and the child protection

liaison officer ensures all staff fully understand their roles and responsibilities. Staff have a very good understanding of how to achieve a balance between freedom and setting safe limits and how to involve children effectively in organising their environment. This allows children to learn some sense of danger and knowledge about how to protect themselves from harm and they are given constant reassurance and guidance by staff. Regular fire practice ensures children know what to do in an emergency, thereby, creating a calm and effective evacuation of the building.

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

The provision is good.

Staff plan activities according to the children's ages and stages of development and organise resources effectively to promote independence and social skills. However, there are times when free access to outdoor play is limited. Children respond well to the adults' calm, quiet approach and they give clear explanations and support when appropriate. Children's needs and their welfare is very well met through staff getting to know children well and recording what they can do, which means the next stage of their development is clearly met.

A very good balance of adult-led, child-initiated activities maintains children's interest throughout the session. For example, three and four-year-olds work together to make collage pictures for a display about snowmen. They are able to name days of the week, months and also the year. All children use marks readily to represent their ideas and older children are beginning to form familiar letters. The two-year-olds are confident in the setting and in their relationships with each other and staff, showing joy and happiness when friends arrive to play with. They play happily, learning to take turns and respond to others as they use puzzles, games and books.

Younger children enjoy lots of physical contact which enables them to feel secure and play contentedly. The quality of younger children's learning experiences is being fostered as staff plan appropriate activities, based on the 'Birth to three matters' framework. Staff recognise young children's competence and appreciate their efforts when they show their understanding of new experiences and words. Continued praise is given to all children.

Nursery education.

The quality of teaching and learning is good. Staff are enthusiastic, work well as a team and provide a stimulating and challenging curriculum. They have a clear understanding of the Foundation Stage and effectively use their time and resources to support children's learning. Children take part in high quality activities throughout the sessions. They become confident communicators as they share ideas in their play. For example, using role play to make up imaginative stories and improve their communication skills in singing and musical activities. Gross motor skills are developed through excellent outdoor activities where children have the opportunity to climb, run, hop, skip and manoeuvre cars and bikes. The progression of fine motor skills is encouraged through bead threading, small construction, using scissors and mark making activities.

Children are beginning to understand about the weather, days of the week and months of the year. They use appropriate language and choose simple sentences and words to illustrate their work and communicate with each other. Mathematical activities are widely used to encourage children's number skills. There are some opportunities to further develop children's understanding of calculation, such as counting on, adding and subtracting. Children enjoy their time at the nursery and achieve well because staff are highly skilled and use their understanding of the early years guidance, such as the Curriculum guidance for the Foundation Stage. The stepping stones guidance is used effectively to plan and provide a broad, well balanced range of activities and experiences. This ensures good progression and improves the high quality care and education provided. Planning of activities focuses on the children's assessment records, to provide appropriate challenge and promote progression in all six areas of learning.

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

The provision is good.

Adults manage children's behaviour in a very positive way. Children behave well because they know what is expected of them. Staff provide clear explanations and support children in managing their behaviour by planning activities where they learn to co-operate and take turns. For example, children wait patiently for turns with toys and negotiate roles in the home corner. They learn effectively about their own community and are introduced to the wider world in daily activities, planned topics and visits around the local area. Other festivals are celebrated and the provision has a very good selection of resources reflecting diversity. Children's spiritual, moral, social and cultural development is fostered.

Children show a strong sense of belonging and feel at ease in the setting as they are warmly welcomed by friendly, familiar staff. Children feel good about themselves because staff know them well and show they are interested in what they do and say by talking and listening to them. They value children's attempts and achievements with appropriate use of praise and encouragement. For example, staff clap and smile as children achieve their goals. Children with special needs are well supported because staff work co-operatively with parents and other agencies to plan for their individual needs.

Partnership with parents and carers is very good. Staff keep parents very well informed about what their children are doing and learning, through good quality information and daily communication, such as regular newsletters, photographs and informal discussions. They are fully informed of the procedure to follow should they wish to make a complaint. Parents regularly see and comment on their child's assessments records and meet with staff to discuss their progress and achievements. This encourages parents to become involved in their child's learning in meaningful ways, such as helping in the nursery to establish a sense of belonging and helping their child to settle into the daily routines. The setting encourages parents to talk about what their child does at home, which helps staff to plan their next stage of development.

## **Organisation**

The organisation is good.

Leadership and management of the educational provision is good. Clear aims and assessments for children's care and education are shared with staff and parents and work well in practice. Staff have continued access to relevant training to enhance their professional development and work co-operatively with other professionals, such as the local partnership outreach teacher and support workers to improve the outcomes for children. Planning of activities is a team effort with lots of good input from all staff. There is a strong focus on the personal development and achievement of all children through clear goals and guidance. Staff ensure children are motivated to learn by providing suitable experiences and activities. The managers evaluate and monitor the curriculum to identify any areas for improvement to provide quality care and education for all children.

The effective deployment of staff increases children's feelings of security and well-being because it ensures children are cared for by a key person who builds trusting relationships with the children and their families. There are always sufficient staff who know the children well and who can reassure and care for them. The grouping of children, according to their age and stage of development, enables staff to provide age-appropriate activities and experiences that children enjoy.

Partnership with parents is fostered very positively. All relevant information is constantly shared and they are fully informed of what their children do. A comprehensive collection of policies and procedures, which contributes to children's health and safety, is in place and is regularly reviewed. Children benefit from staff who fully understand their roles and responsibilities through good induction training and regular appraisal. Children's safety is positively addressed and staff are vigilant and ensure children are safe and well protected. Children with specific learning difficulties are welcomed into the setting and staff monitor their progress to ensure their individual needs are met. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the setting was asked to display the written fire plan. This is now available on the parent's notice board ensuring all persons know what to do in an emergency.

Opportunities for children to grasp the basic concept of maths calculation and subtraction is addressed in everyday activities and play situations. Partnership with parents is vastly improved through excellent communication and relevant shared information. Parents are encouraged to take interest in what their child does and to be part of their learning environment. This means both parents and children are very happy and settled.

## **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):

- ensure all children are given opportunities to promote their independence and integration at meal times.

#### **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):

- provide more opportunities for children to have free access to the outdoor play area.

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)