



Rotherly Day Nursery

Inspection report for early years provision

Unique Reference Number	110046
Inspection date	14 February 2007
Inspector	Helen Mary Ball
Setting Address	Rotherly House, Links Road, Winchester, Hampshire, SO22 5HP
Telephone number	01962 877017
E-mail	
Registered person	Westgate School
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Rotherly Day Nursery is situated in part of the boarding house, and in a separate cottage, at Westgate School which is located on the outskirts of Winchester. A maximum of 49 children may attend the setting at any one time. Children under two years are cared for in the cottage. The nursery is open each weekday from 08:00 to 17:30 for 50 weeks of the year. The nursery offers a later closure for parents who pre-book. It closes for one day each term for staff training.

There are currently 77 children aged from 0 to 5 years on roll. Of these 31 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports five children with learning difficulties and/or disabilities, and also supports three children who speak English as an additional language.

The nursery employs 17 members of staff. Of these, 13 hold appropriate early years qualifications. Two members of staff are working towards further qualifications. The nursery also employs two cleaners/general assistants, one chef and a finance assistant.

Rotherly Day Nursery has received accreditation by the National Day Nursery Association, and has completed an "Index to Inclusion" pilot study for Hampshire County Council.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children flourish because staff follow highly effective procedures and practices which meet the children's physical, nutritional and health needs. The exceptional support and guidance from staff helps children gain an excellent understanding of hygiene, and they have a real desire to become increasingly independent in their personal care. Older children carefully explain to younger ones that they must use soap to wash their hands. Children's self-care skills are highly developed and children independently change from their indoor shoes to boots before going to play outside. Toddlers take great pride in independently taking off and lining up their slippers before their afternoon rest. Babies sleep well in coach-built prams in the nursery garden, where they enjoy the fresh air and peace. Older children have opportunities to rest after lunch, and this means that they start their afternoon activities with renewed vigour.

Children explore, test and develop physical control in stimulating indoor and outdoor experiences. They delight in the large terraced gardens, and try out new skills in a safe environment. For example, two-year-olds are thrilled to climb on the static train and to weave between the willow branches of the den. Older children develop a positive attitude to physical exercise and relish the extensive range of activities. Children's finer manipulative skills and control are actively encouraged through interesting craft activities.

Children learn about the effects of exercise on their bodies. They recognise that they become hot after activity; staff ensure that drinking water is always available and children are confident in pouring their own drinks when they are thirsty.

Children are well nourished. They enjoy fresh fruit and cereal at snack time. They are actively involved in preparing some snacks, and children eat the pizza prepared by the toddlers with gusto. The children's main meals are balanced and nutritious; they are organic and local produce is used. The nursery chef prepares an exciting range of meals every day, and children thoroughly enjoy their lunches. They explore new tastes such as chicken curry, and beef in black bean sauce as well as conventional meals such as roast turkey. The chef ensures that an appetising vegetarian option is always available, such as stuffed field mushrooms and vegetable lasagne.

Staff have a keen knowledge of the Birth to three matters framework. They understand that the needs of younger babies are different to the toddlers. As a result, young babies are fed according to their own routines and babies form close attachments to their keyworkers as they are cuddled when they are bottle fed. Young toddlers benefit from cosy lunchtimes, when they

sit together on suitable chairs and in highchairs. Staff are diligent in ensuring that food provided by parents is reheated to the correct temperature, testing all meals with a probe.

The nursery is maintained to a high standard and dedicated cleaning staff ensure that all areas are clean and hygienic throughout the day.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a vibrant, child-friendly environment. Staff understand that babies need to feel cosy and secure, and they are cared for in the cottage in the grounds of the main nursery. This means that their environment is more peaceful, and has a home-from-home atmosphere. The main nursery is extremely well organised, with each age-group using dedicated base rooms as well as a shared dining room and quiet room. Toddlers settle exceptionally well in their playroom, where they benefit from small tables and comfortable sofas as well as ample floor space to move and play freely. The pre-school children gain from two large base rooms where they move and play freely without restriction. The friendly staff create a relaxed and happy atmosphere throughout the nursery.

Children throughout the nursery play with an abundance of high-quality toys and equipment. Staff ensure that the toys are accessible to children which helps to develop children's independence. They have a wide stock of toys which are stored throughout the building, and this means that children are constantly surprised by new and exciting equipment. Staff ensure that toys and equipment are consistently maintained to a high standard.

Children are very secure because staff are meticulous in recording all visitors to the premises. Access to the nursery is monitored by CCTV cameras, and doors are locked. The generous staff ratios mean that children receive an exceptional level of support; staff are skilled at keeping children safe whilst not compromising their independence.

Children are safeguarded because all staff have a thorough knowledge of child protection procedures. Three staff have attended advanced child protection training, and child protection procedures are displayed on notice boards.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children relish their time at the nursery and they arrive eager and full of anticipation. Staff are highly skilled and use their exceptional understanding of early years guidance, such as Birth to three matters and the Curriculum Guidance for the Foundation Stage, to provide very high quality care and education. Children settle quickly and feel special because staff greet them by name and children who speak English as an additional language are greeted in their own language. The youngest children make excellent progress because staff recognise the uniqueness of each child. Each child has a keyworker, and the close and caring relationships increase children's sense of trust, and help them develop a strong sense of self. Staff work consistently to foster children's self-esteem and to help them recognise that each and every one of them is special. This empowers children.

Children respond to new activities and challenge with lively interest. Staff have a flexible and child-centred approach to planning, and they quickly adjust the daily routine to take full advantage of the children's interests. For example, children's enthusiasm to rush outside and play in the snow is infectious. Staff have a great sense of fun and the laughter from the garden permeates throughout the nursery as children make snowballs and footprints in the snow.

Staff recognise the importance of family units, and encourage children to meet their siblings during the day; children greet each other with hugs in the corridors and they play together in the garden. Staff are imaginative and encourage children to communicate in different ways. For example, pre-school children delight in telephoning their baby brothers or sisters in the baby cottage when staff describe to children how their siblings are responding to their voices.

High quality adult-child interactions are extremely supportive of early communication skills. Children learn Makaton signing to support their developing language skills and they are adept in signing and speaking simultaneously. This approach effectively supports communication with children who are learning English.

The quality of teaching and learning is outstanding. Children are captivated and inspired by the extensive range of stimulating activities. Children are active learners and they grapple with new experiences with enthusiasm. For example, they investigate ice and frost with fascination as they explore how twigs can be frozen in ice and how the sun thaws the frost. Staff are highly skilled at asking questions while children investigate, which takes children's learning to a higher level.

Children become engrossed in interactive stories, when staff provide a range of props to stimulate the conversation. Children can recount favourite stories and re-enact them, showing excellent recall. For example, they act out the Bear Hunt in the garden delighting in swishing through the grass and squelching through the mud. Children have ample opportunities to practise their writing skills through their play. Staff place writing materials in different areas to specifically encourage children to develop their writing skills when taking part in a range of play activities. They provide an inspiring writing table where children independently create their own letters and notes using a variety of pens, papers and stamps. Excellent use of visual symbols and simple sign language enables children with additional needs and those learning English as an additional language to participate fully in activities and make excellent progress.

Children's mathematical development arises out of daily experiences as well as planned activities. They sing counting songs with enthusiasm, and play simple board games in small groups. Staff are skilled in differentiating activities so that all children can participate and succeed at their own level. For example, children learn to sequence circles by size. More able children sequence up to six circles, while younger children sequence a big, middle-sized and small circle.

Children are confident in using information and communication technology. They demonstrate good mouse control when playing games on the computer and independently navigate simple programs. They learn about the wider world and enjoy exchanging letters with a kindergarten in Germany.

Children play a dynamic part in their creative development. They love playing with a variety of musical instruments including drums, shakers and tambourines and are fascinated as they discover how to play their instruments loud, quiet, fast and slow. They enthusiastically join in with action rhymes and are keen to share their favourite songs, when they often sing unaccompanied. Children create pictures using a variety of medium, and produce art work which is linked to their topics. For example, they make colourful pictures using a wide variety of wheels, tyres and tracks.

Children's physical development is exceptional. They flourish in a setting where they have ample opportunities for purposeful play in the gardens. They climb, pedal, balance and run in the fresh air with sheer delight and exuberance. They benefit from the regular "Rotherly Romper" sessions indoors, when they learn to move with control and feeling during activities linked to their themes. For example, they join together to make trains and move between stations and across points, developing their spatial awareness and understanding of positional language such as between, beside, over and through.

Children at this setting thrive on responsibility. They take turns each day to look after the "Rotherly Star". They sing their "Rotherly Star" song with anticipation, and staff are skilled at building the excitement as children wait eagerly for who will be the chosen child. Children understand that this is a privilege and they take the task very seriously, carrying the star all day with great care.

Right from the start, staff find out about children's skills, interests and needs and build on this information effectively to help children achieve as much as they can. Staff have a flexible approach to planning, and they provide an excellent balance between adult and child-led activities which allows children to learn at their own pace. Staff know each child very well. They use highly effective systems to monitor and record children's achievements, and use these to good effect when planning children's next steps in learning. Overall, children make outstanding progress in their learning and have excellent levels of achievement given their capability and starting points.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed and play a full part in the nursery because staff value and respect their individuality. The nursery has taken part in the Hampshire "Index to Inclusion" pilot. The effect of this work permeates the entire nursery, where staff use a wide range of methods and resources to ensure that all children's individual needs are met. Children learn to care about others and take part in fund raising opportunities for other children. For example, they raise money for a local hospice as well as national events such as Children in Need. As a result, children's spiritual, moral, social and cultural development is fostered.

There is a named member of staff who is responsible for providing the care and learning for children with additional needs. She is passionate about her role and children greatly benefit from her exceptional commitment to ensuring that they receive high quality and sensitive support to enable them to achieve the best outcomes. She works alongside parents and outside agencies which ensures that children's diverse needs are well planned and met. This member

of staff was nominated by parents, and won the National Day Nursery Association carer of the year award in 2005.

Children behave exceptionally well; they are keen to please and are kind to each other. Staff support younger children in sharing and turn taking. All staff have high but realistic expectations of children's behaviour, and they set consistent boundaries. Children show a clear understanding of the "Golden Rules" and are keen to tell visitors what they are. Staff use effective strategies, according to the age and stage of development, to help children understand right from wrong; these include simple explanations and an abundance of meaningful praise and recognition for good behaviour. This means that children have high levels of self esteem and a positive attitude to learning. Staff are excellent role models. They are polite and courteous as they talk to children and actively listen for their reply.

The partnership with parents is outstanding. This contributes significantly to children's well-being in the nursery. Parents receive a good range of information about the Foundation Stage and topics, which outlines how and what the children will learn. This helps parents play an important role in developing children's skills for the next stage of learning. Parents are invited to contribute to their child's assessment at parent's evenings and through regular informal discussions; this ensures continuity of care for children. The nursery actively values the opinions of parents, and parent representatives attend staff meetings. Parents are highly complimentary about the nursery and report that, whilst expecting their children to be well cared for, they had not anticipated the exceptional level of support and help the nursery offers parents. Staff are willing to carry out home visits to support families before children start at the nursery, and this helps to provide a seamless transition between home and nursery.

Organisation

The organisation is outstanding.

Staff greatly enhance children's care by the exceptional quality of organisation, Leadership and management of the setting is outstanding.

The secure premises are very well organised, taking account of children's ages and stages of development. The quieter atmosphere of the cottage meets the needs of the younger babies and children, while the main nursery successfully accommodates the older children in rooms which are laid out to maximise their play opportunities.

Children benefit from a stable and qualified staff team. The excellent appraisal scheme ensures that the nursery's comprehensive policies and procedures are consistently applied and underpin the outstanding running of the setting. Management and staff continually strive for further improvement through self evaluation and reflective practice. The manager has a clear vision for the nursery, with a strong commitment to providing the best possible outcomes for children. All staff have a clear understanding of what they do well, and are proactive in seeking areas for development. They have successfully achieved accreditation from the National Day Nurseries Association and have taken part in the Hampshire Index to Inclusion pilot, which is a continuous project.

The manager is fully committed to ensuring that all children receive the highest quality of care and education. She has high expectations of all staff, and leads by example. She values the staff as the nursery's greatest resource and staff feel valued and supported. This ensures a happy atmosphere in which children thrive. Staff are encouraged to attend regular training events, which meet their individual and collective needs. They take an active part in staff meetings, cascading their training courses to each other. This ensures that all staff are able to deliver a highly successful early education programme for all children. The manager ensures that the nursery has high adult: child ratios, and staff are organised so that they spend maximum time working directly with the children. Staff in each area of the nursery work well as a team, and this provides seamless care and education for the children. The curriculum planning is exceptional, and staff use this to excellent effect, adapting activities to meet children's needs and preferred styles of learning.

Children's health, safety and well-being is effectively supported because all legally required documentation is in place, understood by staff and regularly reviewed. All paperwork is meticulously maintained and well organised.

The high quality of the provision means that the nursery meets the needs of the range of children who attend.

Improvements since the last inspection

At the last care inspection, a recommendation was made that the nursery ensures that access is monitored at all times of the day. The nursery is now secure and access closely monitored with CCTV. Doors are locked and opened by staff when the bell rings. This means that children are safe and secure. A further recommendation was raised to include the registered body in the complaints procedure. The setting has now updated this procedure, which means that parents know how to contact Ofsted in the event of concerns.

At the last education inspection, a recommendation was made to provide more opportunities for children to attempt writing for different purposes, particularly during free play. Children now have access to a well stocked writing area, as well as ample opportunities to write during the role play activities. This helps children to understand that writing is for a purpose. The nursery was also asked to ensure that parents are aware of the nursery's current policies. These are now available to all parents and are also stored in a folder in the main entrance hall. This means that parents are fully aware of all aspects of the nursery's organisation.

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.

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The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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