



Ravenstone House Banbury

Inspection report for early years provision

Unique Reference Number	EY342515
Inspection date	12 March 2007
Inspector	Maxine Coulson
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Registered person	Child Care & Learning Group
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Child First Banbury is one of several nurseries run by Childcare and Learning (Ravenstone) Ltd. It registered in 2006 and operates from a converted museum in the centre of Banbury, in North Oxfordshire. The school serves the local community and surrounding areas.

A maximum of 90 children may attend the nursery at any one time. There are currently 43 children on roll of which seven children are in receipt of nursery education. The nursery supports children with learning difficulties/disabilities and English as an additional language. The nursery opens Monday to Friday, 50 weeks of the year. Sessions are from 07:30 until 18:30. Children attend for a variety of sessions.

Five staff hold recognised early years qualifications. One member of staff is currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in clean environment and their health is generally well promoted. Children learn the importance of personal hygiene through well established routines, such as washing their hands after creative activities and toileting and before snacks and meals. There are clear procedures in place for dealing with sick children, which helps to minimise the risk of cross infection. Sufficient staff hold current first aid certificates ensuring that their knowledge is up to date to in order to provide appropriate care to injured children.

All children enjoy and benefit from a variety of nutritious and healthy snacks and meals, freshly prepared on the premises. All of which comply with their individual dietary requirements and parents' wishes. Babies feed and sleep according to their individual routines. Children enjoy daily periods of outdoor play where they have fresh air and exercise. However, equipment is limited which means children become disinterested and do not engage in purposeful play.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enter happily and confidently into a warm and welcoming environment where they settle easily and play in a relaxed atmosphere. They benefit from playing in a spacious and secure environment, this allows them to move around freely and safely. However, some staff are not always sufficiently vigilant to prevent minor accidents from happening or when to act to reduce the potential risk of accidents. There are appropriate procedures in place to ensure children depart with suitable adults and visitors sign on and off the premises, ensuring children remain well protected at all times.

All children benefit from and have safe, easy access to a good range of high quality indoor toys and resources that are appropriate to their ages, abilities and stages of development. For example, younger children have toys and equipment that do not contain small pieces, therefore preventing choking. Children move around the rooms during the day to experience a good range of activities, such as art and craft and messy play. Staff safeguard and promote children's welfare well through their sound understanding and knowledge of child protection issues and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children willingly separate from their parents and carers when they arrive and settle into the routine of the day. They have a high sense of self worth and self-esteem through staff knowing and meeting children's individual needs. Younger children are beginning to play well alongside their peers during indoor and outdoor activities as they are supported to develop social skills, such as sharing and turn taking. Young children and babies are building up a sense of trust and security as they develop close relationships with the staff. They enjoy activities, such as singing action and rhyme songs, cooking and role-play. For example, toddlers participate with enthusiasm

in a biscuit making activity and relish in the sensations of mixing and rolling the dough. Staff are becoming familiar with the curriculum for children under three years and are developing their knowledge and understanding of the Birth to three framework to appropriately plan for younger children.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the early learning goals. Planning of the curriculum is being developed and is starting to link well to the learning areas. Staff are actively developing their knowledge and understanding of the Foundation Stage curriculum and how to provide a sufficient range of activities in each of the areas of learning. They generally support children's learning through asking questions that encourage them to think and respond, although there are times when not all children are sufficiently challenged in their learning.

Children enjoy their time in the nursery and they settle quickly and join in activities when they arrive. Children are forming friendships with their peers and approach adults for their personal needs, such as the toilet or just simply to have a cuddle. Children's independence is generally promoted as they help tidy up with little encouragement, help themselves to their own food at lunchtimes and wash and dry their hands after toileting. Staff set out activities and play equipment for children on a day to day basis. Most children's language is developing well. Older children confidently talk about their likes and experiences of shopping 'for new toys' with staff, adults and their peers. Children are encouraged to write for different purposes as they are provided with pencils and a clip board in the area set out as a travel agents. However, limited labelling around the room means children are not developing word recognition of everyday and familiar objects.

Children are introduced to simple addition and subtraction through singing number nursery rhymes, such as '1,2,3,4,5, Once I caught a fish alive'. Activity plans indicate that children have opportunities to develop mathematical language, count, compare and sort. For example, large floor dominoes encourage children's development of counting and matching same numbers. Children are beginning to develop some knowledge of their environment as they are taken out on walks and trips to the library and local parks. They have some opportunities to use information and communication technology, such as a computer. Children enjoy singing songs and reading books for their own enjoyment and use a range of and experience different textures of materials that include dry sand, jelly and play dough. They show good imagination and use role play to enact what they know, extend communication skills and initiate play. Children are beginning to develop good levels of hand/eye co-ordination through various indoor activities and use of paint brushes, scissors, pens and pencils.

Helping children make a positive contribution

The provision is good.

Children are developing good self-esteem and a sense of self worth through staff knowing and meeting their individual needs well. They play happily with other children of the same age helping to develop social skills and spontaneously seek out staff for a re-assuring cuddle. Children are beginning to learn and understand the need to share and having to wait their turn.

For example, they wait for their turn to go and select and serve up their own lunch. Children generally behave well through staff's understanding of appropriate methods for dealing with behaviour. Overall, children know when they have done well through staff's consistent encouragement and praise.

Children have access to a satisfactory range of activities and resources that help them learn about differing lifestyles and cultural events and celebrations. Toys and equipment reflect positive images and diversity. There are appropriate systems in place to support children who have learning difficulties/disabilities and English as an additional language, although none yet attend. Children are learning to consider and value others through discussions and activities with their peers and staff. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Children benefit from the informal contact between parents and staff. All parents know the staff well and have friendly, positive relationships and share general information with them about their child's general well-being. There is a daily sharing of information, newsletters and parents' notice boards display weekly topics and themes allowing them to see their children's areas of learning and development. Plans are in place to develop the sharing of children's progress across the six areas of learning with the parents.

Organisation

The organisation is satisfactory.

Children enter confidently into a welcoming environment with sufficient staff to ensure children are safe and secure. Staff are developing their use of observations for children under three through use of the Birth to three matters framework. Staff offer a variety of fun activities to help build children's confidence and develop new skills. Induction training and appropriate written policies and procedures ensure staff are able to safeguard children's welfare. Staff share information with parents and keep clear up to date personal records to ensure all children receive consistent care and their individual needs are met.

Leadership and management of the nursery education is satisfactory. Staff are actively supported in the development of their knowledge and skills by attending relevant training. Staff working with children in receipt of nursery education have a good knowledge of the Foundation Stage and are beginning to develop appropriate plans to help children achieve. However, the recent changes in the staff and management mean there are not always sufficient focussed and structured activities to ensure children are fully developing across all six areas of learning.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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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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):

- provide appropriate and sufficient outside play equipment to encourage children's physical development.
- develop all staff's awareness of safety and how to reduce potential risks and hazards.

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 labelling and displays of familiar everyday objects, shapes, colours and numbers to encourage children's development in recognising and using, a range of familiar words, patterns and numerals.
- develop plans for focussed and structured activities that ensure children are developing in all areas of 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