



Ringwood Day Nursery

Inspection report for early years provision

Unique Reference Number	EY297237
Inspection date	07 July 2005
Inspector	Marilyn Joy
Setting Address	8 Broadshard Lane, Ringwood, Hampshire, BH24 1RR
Telephone number	01425 470 709
E-mail	info@ringwooddaynursery.com
Registered person	Ringwood Day Nursery Ltd
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Ringwood Day Nursery is privately owned and opened in 2005. It is situated in a residential area of Poulner, Ringwood, close to the A31. The whole of the premises is used and there is a secure outdoor play area. The nursery serves the local and wider community. It operates Monday to Friday from 07:45-18:00 for 51 weeks of the year.

A maximum of 70 children aged under 8 may attend the nursery at any one time.

There are currently 43 children aged from birth to 5 years on roll, of these 7 children receive funding for nursery education. Children attend for a variety of sessions.

The nursery employs nine staff who work with the nursery. There are seven members of staff, including the manager, who hold appropriate early years qualifications. There is one member of staff working towards a qualification.

The nursery receives support from the Early Years Development and Childcare Partnership and is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted well because staffs' clear understanding of health and hygiene procedures is reflected in their practise, for example, when changing nappies and preparing for meals. Children are developing good routines for themselves. They know they need to wash their hands after using the toilet and before eating. Over twos access the facilities independently. Many competently use the soap dispenser, wash and dry their hands thoroughly. Children learn about looking after their skin when playing outside in the summer. They wear hats and practise putting on their own sun cream.

Children's health and dietary needs are met because staff know what they are and take positive steps to ensure good care is provided. An excellent menu of healthy and nutritious foods is provided daily and incorporates individual requirements. Children enjoy a variety of fresh fruit, vegetables and home-cooked meals. Eating is a sociable event for children. They sit together in groups with staff who effectively encourage their social skills and good eating habits. Babies are offered pureed foods and learn to feed themselves whilst older children practise using a knife and fork. Babies are offered drinks throughout the day and older children help themselves to water whenever they are thirsty.

Children use a good variety of tools and equipment to develop their physical skills in most areas, although there is little larger equipment for older children to fully extend their skills in climbing or sliding. Children develop hand-eye co-ordination as they persevere to master the skills needed for cutting, pouring and writing. Children have space to explore and move confidently around the setting. Babies pull themselves up and attempt to stand with encouragement from staff. Older children manoeuvre bikes around the garden.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, bright and spacious environment. Attractive displays of children's work decorate the walls and their mobiles hang from the ceiling. The premises are well laid out so children can move around safely as they explore

the good range of resources available indoors and outdoors. Equipment is clean and in good condition. Children's independence is effectively encouraged because resources are stored on easily accessible shelves and children know where to find them. The garden and playground are used daily. A shady area is available for babies as well as quiet activities.

Children benefit from the strong emphasis given to safety. Informal risk assessments have been carried out and appropriate safety measures have been put in place to prevent potential hazards being a risk to children. Staff are vigilant about ensuring children's safety, for example when children are playing in the water tray, towels are put down to prevent them slipping on any water that is spilt. Children learn to use tools such as scissors safely and to be careful when throwing balls outside.

Children are protected from harm because staff have a clear understanding of their responsibilities. They are aware of child protection issues and the nursery's procedures if they have any concerns. The premises are secure. Children are unable to leave unsupervised and are only released to known persons.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy coming to the nursery. A good range of resources is rotated for all ages and used to provide suitable activities appropriate to their age and stage of development. Babies enthusiastically explore cornflour and water and imitate staff as they play. Toddlers enjoy painting with water when playing in the garden. Two year olds benefit from mixing with older children and the wider range of activities available, although sometimes they are unsure how to develop the play for themselves. The Birth to three matters framework is beginning to be used to support staff in planning activities and recording children's progress although it has not been effectively implemented yet.

Children develop confidence in the relaxed and caring environment. Babies seek comfort and cuddles from staff who respond sensitively to them. Babies are encouraged to communicate. Staff echo the noises they make and introduce new sounds and words. They make animal sounds as they play with the farm set with them. A strong emphasis is given to ensuring children are happy and settled.

The quality of teaching and learning is satisfactory. Children make progress towards the early learning goals because staff have a sound knowledge of how children learn and the Foundation Stage. Resources are rotated to provide a balanced programme covering all areas of learning. Focus activities are adapted to suit individual children and their achievements are beginning to be recorded. A system for observing and assessing children's progress in all areas has not been implemented which means staff are unable to effectively plan their next steps for learning. Planned activities introduce children to mathematical concepts. Children weigh ingredients when cooking and compare who is the tallest and shortest on the height chart. Opportunities are missed, however, during everyday routines to encourage counting and problem solving.

A range of topics throughout the year encourages children's interest in the world around them. They identify features of living things during the mini-beasts topic and make their own model insects. They refer to reference books when learning about the weather and confidently contribute their ideas about what makes snow melt. Children excitedly talk about their own experiences such as going swimming and when the police car came to visit. Effective support from staff encourages children to predict what happens next and consider problems such as how are they going to clean up the sand or what do they need to wash the puppets.

Children are motivated and interested in learning. They form positive relationships with staff and each other. They have good opportunities to develop independence in selecting their resources and have time to explore them at their own pace. Children are not always fully extended when staff are involved in meeting the needs of younger children. Children express themselves freely when using their imaginations to create their own designs. They become engrossed in cutting out shapes, using glue and selotape. Paint brushes in the sand encourages them to make patterns and encourages their pre-writing skills. Some form recognisable letters and add their names to their pictures. There is little labelling around the room for more able children to become familiar with words and letters and capitalise on their interest in this area. Children enjoy stories and looking at books. They listen attentively because staff read them well.

Helping children make a positive contribution

The provision is good.

Children develop confidence and self-esteem in the relaxed and supportive environment. They benefit from the positive relationships that staff have developed with parents. Parental involvement when children first attend the nursery helps children settle and develop a strong sense of belonging. Staff continue to work closely with parents to ensure they have a good understanding of children's individual needs and parent's expectations. Parent's views are actively sought to make sure they are happy with the care provided.

Children's spiritual, moral, social and cultural development is fostered appropriately. Effective and consistent behaviour management strategies are used to promote positive behaviour. Children learn to share and play co-operatively with each other. They develop an understanding of what is right and wrong and behave well. Children sit quietly and listen at circle time. They help to tidy the toys away and know what is expected of them.

Partnership with parents is good. They are provided with a comprehensive range of information about the setting, it's policies and procedures. The notice board and newsletter keeps them up-to-date with current issues and termly topics. Information about the early learning goals is displayed and twice yearly reports keeps parents informed about children's progress. Parents are welcomed into the nursery and children are proud when they are involved in the topics and visit the nursery.

Organisation

The organisation is satisfactory.

The nursery meets the needs of the range of children for whom it provides care. Clear recruitment and employment procedures, as well as ongoing staff development, ensures children are cared for by qualified and experienced staff. Enthusiastic and committed staff work well together to promote positive outcomes for children. Most documentation contributing to children's health, safety and well-being is in place. Generally space is organised well so children can move around freely, although as numbers increase and space is re-organised access to the nappy changing facilities is not so easy.

Leadership and management is satisfactory. The nursery has a clear vision for the future development of the nursery and a strong commitment towards providing an environment where children are nurtured, well-cared for and able to make progress. A system to monitor and evaluate all aspects of the provision and the effectiveness of the Foundation Stage curriculum has not been implemented so all areas for improvement have not been identified, for example assessments of children's progress. Many procedures in the nursery are in the developmental stages and are reviewed as the numbers of children attending increases.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There are no complaints to report.

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 satisfactory.

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):

- develop the range of activities for younger children for example by using the Birth to three framework

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 system for monitoring and evaluating the effectiveness of all aspects of the provision to ensure children are challenged in all areas and staff are deployed more effectively to support them
- use planning and assessment more effectively to monitor children's progress and plan their next steps for learning in all areas
- increase opportunities for children to develop their mathematical skills during everyday routines such as counting and problem solving

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk