

Rosemellin Gooseberry Bush Day Nursery

Inspection report for early years provision

Unique Reference Number	EY242198
Inspection date	27 April 2007
Inspector	Nicola Jayne Pascoe
Setting Address	Cliff View Road, Camborne, Cornwall, TR14 8QH
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Registered person	Rosemellin Goosberry Bush Day Nursery
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?

Rosemellin Gooseberry Bush Day Nursery moved to the current premises in 2001 and operates from a purpose-built nursery unit. It is situated adjacent to Rosemellin School, in Camborne, Cornwall. A maximum of 73 children may attend the nursery at any one time. The nursery is open six days a week from 07:30 to 18:30 all year round. All children share access to several secure enclosed outdoor play areas. Rosemellin Children's Centre also operates on occasion from these premises. It is run by a separate committee, but is managed by the nursery manager. It provides opportunities for local families to receive support and advice from a variety of local sources.

There are currently 250 children aged from birth to under eight years on roll. Of these 72 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs 29 staff. Of these, 20 members of staff, including the manager hold appropriate early years qualifications. There are 12 members of staff who are currently working

towards a qualification. The setting receives support from the local authority, local schools and are part of a self-formed nursery support group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children and babies benefit from following clear and generally consistent health and hygiene procedures. There are child sized and freely accessible toilet and hand washing facilities in all rooms and babies have specific changing areas. Staff set good examples to children, encouraging regular hand washing at appropriate times. Children are clearly familiar with these practices and enjoy soaping and rinsing their hands, they are well supported and unhurried by staff. Children enjoy daily use of the enclosed outdoor play area for physical exercise and fresh air. They wear appropriate clothing for the weather, to protect them from the elements. For example, today is cold and wet and children are reminded to wear their coats and boots.

Children and babies are provided with healthy and nutritious meals and snacks in sufficient quantities for their growing needs. Adults sit with the children to develop their social skills and to actively promote good table manners. Children and staff discuss the impact of healthy eating habits on their health. Children clearly enjoy their fruit at snack time and wholesome hot meals at lunch time, which are freshly prepared on the premises. There is evidence that children who are ill are cared for appropriately by staff that are suitably qualified in first aid. Accident and medication records contain sufficient levels of information to share with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and babies are well supervised at all times. They have use of age appropriate safety equipment such as highchairs with restraints and secured gates to prevent free access to unsuitable areas. As a result, children in the toddler room may enjoy fresh air through open doors, but are prevented from leaving the room without adult supervision. Visual, daily checks of the premises, resources and equipment are carried out each day before children arrive. However, although the premises have very effective security systems in place, such as close circuit television camera, a separate supervised reception area, visibility panels and coded key pads, to monitor visitors to the nursery, the safety of children is compromised at times when the nursery is used by the visitors to the Children's Centre. During these times the visitors, once inside the building, encounter no fixed barriers to prevent them accessing the nursery rooms and children.

Children and adults practise regular fire drills to develop their confidence and familiarity. Indoor and outdoor areas are well organised to enable children to move freely and safely and self-select toys and resources. Children are collected by authorised persons. There are suitable written child protection procedures in place with which staff are clearly familiar. The premises are purpose built for children's use. Children enjoy regular outings and staff follow clear guidelines to ensure safety is maintained at these times.

Helping children achieve well and enjoy what they do

The provision is good.

Children and babies benefit from free use of a wide range of age appropriate and stimulating toys, resources and activities. Staff demonstrate a good understanding of child development and learning through play. They generally make good use of the Birth to three Matters framework and the curriculum guidance for the Foundation Stage, to plan daily opportunities for all children and babies to make progress. Children and babies are actively engaged in creative activities such as dough and paint, role play and music and movement. They benefit from use of the indoor and outdoor environment on a daily basis for fresh air, physical play and exploration. Children and babies have use of programmable toys; older children are skilful in their use of computer equipment. Staff make good use of snack times to promote children's learning as they discuss the different fruits, exploring the colours, shapes and textures. Children and babies receive high levels of praise and encouragement for their achievements and enjoy a social group discussion time at the beginning and end of the session to discuss and evaluate their work and play.

Nursery education.

The quality of teaching and learning is good. Key members of staff who work with funded children demonstrate a good knowledge and understanding of the stepping stones and of how to record observations and use these to effectively monitor and assess children's progress. Most children are well stimulated, actively engaged in worthwhile and purposeful activities and demonstrate high levels of confidence and independence in their play. However, some older children, who are on occasion cared for in the 'Blue Room' on the school premises, are observed to be playing aimlessly, without direction or purpose. The members of staff working with these particular children do not have children's records available as these have been left at the nursery unit. As a result, staff do not demonstrate an awareness of children's individual targets for progress and are therefore unable to provide these children sufficient levels of challenge. Children are developing their use of mathematics through daily opportunities to count, sort and share items. All children enjoy a music and movement session where they listen attentively, demonstrate high levels of concentration, are able to interpret sounds into actions and follow instructions well. Children communicate through mark-making when they self-register at the beginning of the session. They use books for both personal enjoyment and reference. Overall children have good opportunities to make progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children and babies are happy and settled as they are supported well by a designated key worker. Staff know children and their families and liaise closely to ensure individual preferences and specific needs are identified, respected and met appropriately. There is evidence that children with learning difficulties and/or disabilities or who have English as an additional language are fully included and their differences valued. Children and staff use sign language as an alternative and additional method of communication on a daily basis. Children and babies are encouraged and supported effectively to enable them to participate in all activities to their own level of ability. They are developing an awareness and understanding of peoples differing cultures, beliefs and differing abilities, through free play with a range of suitable resources and through adult-led planned activities.

Children are well behaved, polite and respectful to adults and other children. Staff set good examples and are effective role models. Positive and age appropriate methods of behaviour management are practised consistently by staff. A clear written behaviour management policy is freely available to parents. Information is shared with parents regularly through a range of appropriate methods, such as through daily verbal communication, written policies and procedures, the parent notice board, newsletters and most recently through the introduction of a large television screen in the entrance foyer. The partnership with parents and carers is good. The nursery provides good levels of written information relating to the provision of nursery education. The newly appointed teacher to the setting has delivered an informal information evening to provide parents with further information and invite parental involvement. Parents are encouraged to be fully involved in their child's learning. Open days and formal parent and carer meetings take place regularly. Social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

Children and babies benefit from being cared for by an enthusiastic and committed staff team. The manager is experienced and knowledgeable; she delegates well to provide staff members with appropriate roles and responsibilities. Staff members demonstrate a sound ability to carry out these roles and responsibilities effectively. All are committed to ongoing training and development. There are robust procedures in place to recruit and induct new staff and ensure the ongoing suitability of staff through regular appraisals. The nursery is well organised to provide suitable and comfortable areas in which children can rest and play. Nursery documentation is stored securely and confidentiality is maintained. Most records are shared effectively with parents, are updated regularly and are stored for an appropriate length of time. The manager and deputy demonstrate a good awareness of the necessity of notifying Ofsted of significant changes. Overall the nursery meets the needs of the range of children for whom it provides.

The leadership and management of the nursery unit are good. The committee members are supportive and fully involved. The manager has a clear focus for future development and improvement and all staff are fully involved in making decisions. There is a clear management structure in place. Regular team meetings are used well to monitor and evaluate the effectiveness of the provision of nursery education. The nursery has developed and maintains good working relationships with the local schools and is actively involved in supporting the local community. For example, the children and parents enjoy regular 'breakfast mornings' where all are invited to eat breakfast together on the school premises, along with staff from both settings. The nursery also currently supports the activities provided by the Children's Centre.

Improvements since the last inspection

At the last inspection the nursery was given a good judgement. Recommendations were agreed to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. The nursery now provides a wide range of suitable toys and resources and displays a limited range of visual aids, which they intend to extend. They were required to make sure that all children's information is stored securely and confidentiality is maintained when sharing records with parents. Children's records are now stored securely in locked filing drawers and individual record sheets maintain confidentiality. For nursery education it was agreed that there were to be improved daily opportunities for children to develop their mathematical knowledge and understanding. Children now make use

of daily opportunities to count, sort and share. For example, counting numbers of children attending during registration and sharing and dividing fruit at snack time. They were required to improve the weekly plans to include relevant details, to ensure the learning objectives are effectively implemented for all learning areas, and share these with parents. These plans now contain good levels of information and are displayed on parent notice boards. They were to improve the system to regularly evaluate the nursery education programme, to ensure the next stages of learning are identified and challenges are appropriate for all children. The nursery is working closely with an appointed teacher to monitor and evaluate the provision for nursery education and they have effectively identified and implemented improvements to the use of children's assessment records. And finally, they were required to ensure that there are opportunities for children to be involved in imaginative creative free play. Children are observed to be actively engaged in a wide range of opportunities to express their creativity, such as role play, music and movement, craft, dough and paint.

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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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 effective procedures to ensure that children are protected from unvetted persons

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):

- ensure that older children's records are available to staff and are used effectively to influence planned activities and opportunities for learning and development.

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