

# Roberts Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY269750
<b>Inspection date</b>	04 June 2007
<b>Inspector</b>	Michelle Ann Parham
<b>Setting Address</b>	84 Crasswell Street, Portsmouth, Hampshire, PO1 1HT
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<b>Registered person</b>	E.C. Roberts Centre
<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?

Roberts Day Nursery has been registered since 2000 and is run by a charitable organisation, which provides a range of services to families with young children. The nursery occupies the ground floor of a three storey period building situated in Portsmouth city centre where the charity has office facilities on the upper floors. The nursery also offer a playscheme which provides off site activities for children aged five to 13 years living in temporary accommodation or supported housing. The scheme operates for three days each half term and for five weeks during the summer holidays when demand requires. The nursery section provides care for children birth to five years and operates Monday to Friday from 08:00 to 18:00 with some weekends and evenings when required. There are currently 66 children on roll, of these 21 are in receipt of funding for nursery education.

There are 11 members of staff employed, seven of which hold equivalent NVQ level 3 childcare or teaching qualifications with three other practitioners currently undertaking their NVQ 2. The nursery has a manager who has responsibility for the setting with a nursery supervisor who oversees the day to day running. The facility works closely with support workers from the Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

All children develop a positive attitude to physical exercise and benefit from regular opportunities for outside play throughout the day. They have access to a safe, fully enclosed area whereby practitioners promote an interesting and stimulating environment with the use of pipes, netting and canopies. Babies are supported with soft mats and parasols in cordoned off areas which enables them to safely access play outdoors. Children enjoy using the varied equipment such as wheeled toys, rockers, hoops, balls, parachute, hop scotch mat and large foam blocks. They use the equipment effectively and love simple activities, for example, as they make stepping stones from the blocks and gain confidence as they practice balancing along them. Practitioners also provide quiet areas where children can sit and look at the vegetable plot, draw on the large blackboard or work on a jigsaw. As a result children have good opportunity to develop gross and fine motor skills whilst having regular access to fresh air and exercise. Children do negotiate their way well around the setting as they, for example, successfully pass their peers when using the wheeled toys in the garden or walk round furniture and step over equipment in the setting, showing a good sense of space and gaining increasing control over their movements. There are lots of resources and activities provided such as small world play, construction, scissors, paint brushes and puzzles that further promote children's fine motor skills and use of tools.

Healthy eating is extremely well promoted within the setting. Children learn about foods that are good for them through topics, general discussion and practical activities such as helping to prepare snacks and meals. The setting has an appointed healthy eating assistant who devises fun and interesting foods and works closely with the children to promote healthy eating. The children love the variety of fresh fruit and healthy foods offered such as flapjacks, fromage frais and comfort cookies. They have very good access to fresh water throughout the day through the use of labelled water bottles. Babies and young children are actively encouraged to drink on an hourly basis and this is recorded and monitored effectively by practitioners. Individual plates are provided for the children at snack time which promotes good hygiene, a social occasion and is reflective of home life.

Children's individual care is well fostered at the setting as personal information is discussed with parents to ensure health and medical needs are identified, addressed and recorded in required documentation. Children with individual health requirements have these well met because practitioners ensure they are well informed and are happy to undertake additional training or tasks where necessary such as applying eczema cream three times a day. Children benefit from a clean and hygienic environment as practitioners have highly effective routines in place to maintain their health and wellbeing. They use, for example, aprons and disposable gloves for when dealing with accidents and changing nappies and anti-bacterial spray on tabletops and changing mats. They are generally protected from the spread of infection as parents are asked to exclude those who are unwell however babies do not always have noses wiped when required which does not fully promote good health. Practitioners work very well as a team to maintain a clean environment with specific checklist used to ensure all areas are clean and suitable for use and a deep cleanse undertaken on a monthly basis. Children enjoy responsibilities to help maintain their environment such as tidying away the toys and wiping the tables. They learn the importance of good personal hygiene through daily routines, topics and discussion and happily visit the toileting area to wash their hands after messy play and before snack time. A maintained first aid box is easily accessible and children receive immediate

first aid treatment in the event of an accident as currently there are 10 practitioners who are first aid qualified, therefore accident and ill health are dealt with effectively and efficiently.

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

The provision is good.

Children are cared for in an environment that has all the required facilities to support their individual needs. They enjoy their play and learning and benefit from practitioner's regularly reviewing organisation of resources so that children can play in comfort and safely access activities. Children are kept safe and secure at all times because practitioners demonstrate high regard for their safety. For example, daily formal risk assessment is completed to ensure equipment and areas of the facility are safe for children, and this is supported with in depth annual risk assessment. Consequently play areas and resources are safe for use and children's access, including the rear outside area and if outings are undertaken. Children are kept secure because access to the premises is personally monitored via the reception and doors are code locked within the setting. Stringent procedures are in place regarding the arrival and collection of children as parents are required to sign in and out and use a password if another adult is to collect a child. Fire procedures are practiced quarterly for the entire building to ensure safe and swift exit from the premises in the event of an emergency.

Children move around the setting easily as the areas are organised to promote independence for the varying age groups. All children are confident in their surroundings and are able to independently select resources that meet safety standards. Children are supported very well within the setting by practitioners as ratios are maintained with just a minor weakness noted in regard to practitioners' deployment when children use the outside area after lunch.

Children's welfare is paramount and practitioners have very good knowledge, experience and understanding of child protection. All practitioners have attended additional training in this area and have clear understanding of different types of abuse and possible signs and symptoms that may indicate a child were at risk. Practitioners are clear of their role and responsibility to safeguard children in their care and of the agency to contact should they have concerns. Incidents and existing injury information is effectively recorded to ensure concerns are quickly identified and children's welfare maintained.

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

The provision is good.

Children are well cared for by a team of practitioners who have a good understanding of their individual needs and overall plan stimulating activities to help them to make progress in their learning. The setting operates a key worker system which ensures practitioners have full knowledge of children's abilities and individual needs and are suitably supported during their attendance. Practitioners make good use of Birth to three matters framework, they are becoming familiar with components and beginning to use tracker records to plan for children's next steps. They use the framework effectively to encourage and support younger children to become strong, healthy children who are skilful communicators and competent learners. Practitioners know the children well and form warm and trusting relationships whereby children feel confident and comfortable to instigate cuddles and hugs. They work closely as a team and with parents to ensure individual routines are in place for younger children and specific care needs effectively met, recorded and shared with parents on a daily basis. Children are happy and well settled at

the group, where they experience a positive welcoming environment where they are actively encouraged to enjoy and achieve.

## Nursery education

The quality of teaching and learning is good. Practitioners have a clear understanding of the Foundation Stage Curriculum and use the framework effectively to plan for children's next steps in learning. Practitioners provide a balanced curriculum which covers the six areas of learning and provide stimulating activities that truly interest and involve children. For example, children are asked to bring items of interest from home such as soft toys and binoculars for the jungle walk in the role play area. Plans show clearly that the six areas of learning are covered and assessment records and observations evidence how children make good progress through the stepping stones, setting aims for their next steps in learning. However assessment records have not always been regularly updated during extended staff absence which does not fully ensure that children's next levels are effectively identified. Children benefit from focus activities that include differentiation, therefore are adaptable to ensure all children whether more able or less able can participate and achieve. Currently practitioners plan individually which may not fully ensure all team members have a clear understanding of the outcomes required for individual children. Practitioners work very well as a team which promotes harmony within the setting and a happy environment. They evidently enjoy their work with the children, evidenced by the warm relationships they build and the ease of interaction which has a positive impact on children being settled, their good behaviour and enthusiasm. Activities are purposeful, have a learning objective and evaluated for success and improvement. Children make good progress in an environment, where they receive stimulating interaction from practitioners who question effectively to help them think, problem solve and extend their learning in all areas. Children receive lots of encouragement which has a positive impact on their self-esteem and levels of confidence. Their independent skills are promoted as practitioners encourage children to undertake tasks such as helping to tidy up, self registering and preparing snack. Children arrive at the facility and most happily leave their carer, keen to join in. They are greeted warmly on arrival by practitioners and are familiar with the routine of the day.

Children have strong exploratory impulses and show increasing independence in selecting and carrying out activities. For example, as they sit in a group and consider the activities on offer from photographs, plan what they would like to do and then return afterwards to share their experiences with their peers. Practitioners foster independence well and set out the environment effectively so children can help themselves to resources such as craft or writing equipment from easily accessible storage or to visiting the toileting area independently. They are also given responsibility to set out some areas with resources of their choice and to contribute to future planning of themes. Consequently they feel valued, important and develop responsibility and independence. Children thrive on being given specific task or responsibilities which has a positive impact on their behaviour. They are consistently praised for their effort, achievement and contribution which foster a willingness to achieve and develops confidence.

The children have a large chalk wall in the garden which provides a permanent mark making area as well as an established office area in the setting. They make good use of felt tips, pencils and crayons during natural play or focus activities which promote writing skills. The reading area is set out attractively with comfortable cushions, carpet and well displayed resources which promote literacy, fosters an enjoyment of reading for pleasure and helps children become familiar with text. Children have good opportunity to recognise their own name as they self register and have personalised table mats. Their spoken language is developing well as they confidently talk to practitioners and peers about home life experiences such as watching their

parent participate in a fun run over the weekend or their recent birthday party. They are happy to interact within role play or at group time and their levels of concentration are good as they persevere with activities or listen to others speaking in circle time. The children have good opportunities to recognise shape, measurement and number. Daily routines and planned activities encourage mathematical learning in most areas. Children are encouraged to count and have good opportunity to begin to recognise numerals. However few activities are actively planned that encourage the children's learning of basic calculation and this is also not regularly occurring during daily routines or incidental play.

Children have good resources and activities to promote knowledge and understanding of the world such as learning the days of the week and changes in weather. They enjoy activities and topics such as looking at mini beasts with magnifying glasses and have been fortunate to have real caterpillars in the setting to study. Children show a good sense of time and place as they adapt well to the routines of the day and learn about events of the past. Effective planning ensures children learn about cultures and beliefs as practitioners cover celebrations and events such as Chinese New Year, Harvest Festival and Easter. Children handle a range of natural and manmade materials and enjoy designing and building with a good range of construction toys such as small Sticklebricks, wooden and plastic blocks and train tracks. They have good opportunity to use and investigate everyday technology and this has been fostered well as practitioners have also exposed telephones and keyboards to enable children to see their content. Children have use of a computer and mouse which enables them to become familiar with using equipment and following simple instructions. Children enjoy creativity in role play as they use their imagination well when dressing up as fire fighters or finding a piece of material to become a super hero. Practitioners work closely with the children to provide interesting and fun role play areas such as the garden centre, hairdressers or a jungle walk which contributes to children making good use of the area and their imagination. They join in enthusiastically to familiar songs such as 'What shall we do' and enjoy the varied selection of music played at times throughout the day. Plans evidence children use musical instruments to learn about beats and rhythm and to make weather noises. They have good opportunity to work with various materials to design and create such as play dough, glitter, paints and collage and develop manipulative skills using various tools such as scissors, paint brushes and glue sticks. Art work is child led which evidences how their input is valued and they are able to express their own ideas.

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

The provision is good.

Children develop good self esteem which is unmistakably fostered in all aspects of the provision. Their work is displayed prominently so they can see how their contributions are valued. They develop a good sense of themselves because practitioners provide an environment of inclusion and where they are welcomed and thoroughly encouraged to participate in all activities. Children are valued as individuals because practitioners have a good understanding of equal opportunities. Their needs are extremely well met in accordance with any special requirements such as additional medication administration or liaison with other agencies. Positive images and activities that promote diversity are in place throughout the setting as the group have equipment such as books, small world play, puzzles, posters and dolls that portray positive images of members of society. Consequently children become aware of a wider world and develop respect for others. All children are fully included in the life of the setting, and activities have differentiation to ensure more or less able children can achieve. Children are treated with equal concern and are encouraged to value each other, which ensure all children feel important and included. Effective

procedures are in place to support children with additional needs with the use of individual education, behaviour, play or language plans used and close liaison with other professionals and parents. There are two special educational needs and cultural awareness coordinators who support children, parents and other practitioners and promote an inclusive environment.

Children benefit in this setting from lots of praise and encouragement they receive. Any occasions of unwanted behaviour are successfully handled with a minimum of fuss and upset using positive methods such as gentle discussion and explanation which are understandable for the child. They love the opportunity for having responsibility or being the star person for the day and carrying out a helpful task. A display board portrays positive behaviour which has been devised with the children and is used as a good visual prompt and reminder. Children learn acceptable behaviour because practitioners are very good role models as they encourage good manners, being kind and taking turns. Practitioners inform parents about how they manage children's behaviour and any concerns are discussed to ensure they are fully up to date and can be addressed effectively. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents and carers is good. Children's needs are very well met as practitioners develop close working relationships with parents and ensure information and records accurately record children's personal requirements and care needs. Parents and children are personally greeted each session which contributes to a welcoming environment. They are fully informed about the setting as practitioners supply a comprehensive prospectus and a wealth of information on notice boards in the reception area and in the nursery. Parents are invited to attend open evenings to share information about their child's progress and learning and to view tracker and achievement records in regard to Birth to three components and nursery education. Parents can also contribute to their children's learning at home as practitioners provide information on weekly themes and activities and welcome children to bring items of interest from home. Very good procedures are in place for sharing information as practitioners are happy to discuss the day's events and provide parents with an information sheet outlining personal care and activities undertaken. These measures effectively build good partnership with parents and help them feel included in their child's time at the setting. Parents interviewed on the inspection visit expressed their support of the group and practitioners and are happy at the service they and their children receive.

## **Organisation**

The organisation is good.

Leadership and management are good. The nursery manager has a very good understanding of the national standards and ensures she and her team work consistently to meet them well. The majority of practitioners are qualified in early years and therefore have good knowledge and understanding of how children develop and learn through play in a stimulating environment. Effective systems have recently been introduced to further promote monitoring of performance as practitioners now undertake peer observation. In addition monthly supervision sessions and annual appraisal also contribute to development of work practice and identifying training needs. Practitioners work well as a team and meet regularly to discuss working practice, for in service training and to review and restructure the environment. The management structure provides very good direction and supports the team well. Additional responsibilities are delegated effectively within the team such as a healthy eating assistant and special educational needs and cultural awareness coordinator which contribute to outcomes for children being well met and practitioners being valued and developing expertise. Robust recruitment and vetting procedures ensure the safety of children within the facility and good procedures are in place

for the induction of new staff to ensure that they are aware of the setting's working practices and policies.

Practitioners working with the preschool children have good knowledge of the Foundation Stage. They provide a balanced curriculum, with interesting activities in a stimulating environment to help children make good progress in their learning. Practitioners working with babies and younger children are making good use of the Birth to three matters framework as they are becoming increasingly familiar with the components and of the importance of using children's individual achievement records to plan for their next steps in learning and development. All activities are evaluated for success and improvement to ensure outcomes for children are met.

The setting maintains the required documentation to a good standard and has policies and work practices in place to promote the children's health, safety, enjoyment and achievement. The setting operates the required national ratios which ensure children are appropriately supported and supervised. The deployment of practitioners is overall generally good with just a minor weakness noted for outside play after lunch. Good organisation provides children with a setting that effectively meets their individual needs. As a result children are engaged and occupied throughout their time which contributes to their good behaviour, learning and development. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the provider was required to ensure parents are informed of all accidents and countersign the record. This is now a consistent practice which has a positive impact on the good health of children and partnership with parents.

At the last nursery education inspection the provider was asked to give consideration that all the activities provided are sufficiently challenging to meet the individual needs of all children. Activities are now planned that include differentiation which ensures that all children receive sufficient challenge and are able to achieve and make progress at their own level.

### **Complaints since the last inspection**

Since April 2004 there have been no complaints made to Ofsted that require 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):

- improve hygiene practice in regard to regular nose wiping for babies and young children to prevent spread of infection
- review deployment of staff to effectively support children during outside play after lunch.

### **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 records of achievement are consistently completed on a regular basis to enable practitioners to easily identify for children's next steps in learning, particularly during key worker absences
- increase opportunities for children to develop a concept of basic calculation through daily routines and natural play.

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