

# Rose Street Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	148671
<b>Inspection date</b>	12 June 2007
<b>Inspector</b>	Mandy Gannon
<b>Setting Address</b>	Rose Street Methodist Church, Rose Street, Wokingham, Berkshire, RG40 1XS
<b>Telephone number</b>	07950 052931
<b>E-mail</b>	
<b>Registered person</b>	Rose Street Parents Association
<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 inadequate – notice of action to improve. The registered person does not meet 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?

Rose Street Nursery was registered in 1967 and is situated in Rose Street Methodist Church Centre. The provision has use of one room and an enclosed courtyard garden for activities and play. Rose Street is located in the centre of Wokingham town and serves families from backgrounds reflecting the diversity of the local area. A maximum of 25 children may attend at any one time. There are currently 32 children on role, aged from two to five years old. Of these, 20 children are in receipt of funding for nursery education. The nursery is open during school terms only, Monday to Friday. A breakfast club is offered from 8:30-9:30, although this is currently not operating, sessions operate from 09:30-12:15. The nursery also has a lunch club which is open Monday to Friday 12:15 – 13:15. Rose Street is managed by a parents committee. The nursery provides support for children with disabilities and English as an additional language. The nursery is developing links with local schools. It is in receipt of support from the local authority early years advisory team. There are six staff who work with the children. Four staff hold appropriate child care qualifications, of these one member of staff holds a recognised teaching qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

The nursery has recently moved into a new building which is bright, clean and welcoming although with a high level ceiling has acoustic problems when trying to complete quieter group activities.

Children benefit from a healthy diet as they bring in fruit from home to share with their peers at snack time. Their independence is promoted as they pour themselves water, which they can freely access throughout the session. Staff prepare fruit and are aware of any dietary requirements. They ensure dietary needs are met in cooking activities ensuring that all children can equally participate.

Children follow good personal hygiene routines helping to prevent the spread of infection, washing their hands after visiting the toilet and before food. They are aware and competently follow routines in hand washing using liquid soap and appropriately disposing of paper towels.

Children enjoy and participate with enthusiasm in physical activities both outside and within the premises. They develop good co-ordination as they roll hoops, throw and catch balls and participate in action songs. Children are developing their understanding of exercise as part of a healthy lifestyle.

Children's health is promoted as staff have relevant first aid training and implement effective procedures to minimise the risk of infection, for example the wiping of surfaces before and after food. First aid boxes are in place and adequate staff hold relevant first aid certificates. Sufficient detail is recorded in the accident, medication records ensuring confidentiality is maintained.

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

The provision is inadequate.

The nursery is in breach of a regulation, as there is no procedure in place in the event of a lost child.

Children's safety is compromised and children are at risk as regular fire practises have not been completed with all the children and staff since entering into a new building. A fire procedure has been made available for staff and parents and is clearly displayed. Fire extinguishers are in position and fire exits are kept clear.

Children are kept safe within the shared multi occupancy building, as staff are vigilant with good security arrangements in place. Detailed risk assessments and daily checks are completed and potential hazards have been identified and steps have been taken to minimise harm. Staff ensure doors are secure and unknown persons are challenged and visitors recorded in a visitor's book. Staff strategically place themselves around the room to enable them to monitor and maintain the children's safety. Staff are aware of the numbers of the children present and count children before leaving the room to go into the garden and when they return. However, regular parent helpers and their children are not protected in the event of an emergency as they are not recorded in numbers on the premises.

Children learn about keeping themselves safe as staff talk to them about safety. For example, they go over to a child who is running around the room and calmly explain the dangers of an accident occurring. Toys and resources are in sound condition and are frequently checked and any breakages are repaired or replaced.

The manager and staff have a clear understanding of child protection issues and know how to implement policies which are shared with parents ensuring children are protected from harm. They have up to date information regarding safeguarding children, although are unclear about the Local Safeguarding Children's Board and contact details. Practitioners have completed training and protect children from other users of the premises by putting notices on toilet door and supervising throughout the building. However, children are insufficiently protected from harm as the committee have not informed Ofsted of a new manager and therefore all required checks have not been completed to check their suitability.

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

The provision is satisfactory.

Children are happy and confident and settle well to activities on arrival. They make choices and use their initiative to choose from activities provided and independently select from clearly labelled drawers. Children are well supported by staff who offer reassurance and praise. They are becoming skilful communicators as they talk and listen to one another. Children enjoy and participate enthusiastically in action songs, such as here we go round the mulberry bush and ring-o-ring-o-roses. Children are competent learners as they persevere fitting together a train track, they begin to work together receiving praise and encouragement from staff.

Activities are suitable for younger children and staff have begun to include the Birth to three matters framework to support planning for younger children and meeting individual needs. Some staff have limited understanding of the framework and are being supported by other team members. Staff support younger children and understand their individual needs. For example, a child spends a period of time spreading glue on their cloud and the practitioner accepts they do not wish to add collage paper.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children have opportunities to mark make and practise emergent writing as they write on white boards with marker pens, attempt to write their name on their art work and use their name card to copy. Many children are able to recognise their name as they identify their name and picture and self register on arrival. Children's speaking and listening skills are developing well as children actively participate in conversation throughout their play and contribute when discussing the washing line and the effects of the weather. Children concentrate and are involved in activities during the session and work well together. Children freely access books; they enjoy sitting together looking at books or cuddling up with a member of staff for a story.

Children's imagination is promoted as they confidently engage in a variety of role play developing and expressing their real and imagined experiences. For example, children work together as they put chairs in rows, they invite others to join them as they are going camping and collect resources they may need, a bucket from the sand pit and books to read on the journey.

Children enthusiastically experience a range of media as they develop their creativity through being able to independently access a wide range of resources from the design and technology

area. They make models from recycled materials choosing products they wish to use, they paint and draw with staff available to provide appropriate support. Children enjoy the sensory area as they make shapes in the foam with their fingers. Children play in the water and begin to develop a sinking and floating activity, they look to the member of staff who is unclear how to extend the activity. Children investigate as they discover the properties of magnets and one child spends an extensive periods of time making a pattern using magnetic beads.

Children behave well; they have clear direction and are aware of the routine and consistent expectations from staff. They participate in song time and sit still on the carpet for story or circle time. They make positive relationships with each other and are kind and caring to one another. Children's self-care skills are well promoted as they are encouraged to wash their hands, pour their own water and put tissues in the bin. Although, this is not developed in all areas, for example children are not involved in the preparation or serving of snacks. Children are aware of routines, a bell rings to indicate tidy up time and serene music is played, children work well together to competently tidy up.

Children count items on the washing line and they understand which different types of weather will help to dry the washing. Although, activities do not always meet the needs of all the children as they are not extended and developed for the more able child. Children enjoy completing the weather chart and sing the days of the week, although children are told the day and date and have limited opportunity to answer independently and staff miss opportunities to ask questions to make them.

Assessment of children's progress is inconsistent. Staff make observations of children's progress, although there have been periods of time they have not been completed. Staff insufficiently record the next step in children's learning, which impacts on planning suitable activities to meet their individual needs. As a result, activities are not always tailored to meet individual needs; resulting in limited challenge in some areas.

The evaluations of activities are not completed and therefore strengths and weaknesses and how to improve or develop activities are not clearly identified. Some staff have limited knowledge and understanding of the Foundation stage. As a result, some staff are unclear what the child is learning or how to extend or develop an activity moving them onto the next step.

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

The provision is satisfactory.

Children arrive happily, separate from their parent or carer with confidence and quickly select and settle to activities. Staff meet and greet the parents and children, they are aware of their individual needs giving the children a sense of belonging. Staff ensure they are aware of children's individual needs supporting them and their families. For example, a child is able to stay an extra term as it best meets the needs of the child and the family. Children with learning difficulties, disabilities or English as an additional language receive appropriate support from staff who attend training and meetings, gaining support from outside agencies if required. The staff team are aware of resources and support available and are in the process of obtaining extra resources to meet the needs of children attending.

Children play well together and are supportive of one another. For example, they put chairs together and explain to one another they are going camping and invite others to join adding chairs to their vehicle. Children have equal access to all activities and can independently access some toys and resources. They are encouraged to take turns and share. Children are aware of

the routine they take responsibility to pack away, tidy up and actively support one another as they help each other carry toys.

Clear boundaries are maintained within the setting and children behave well. They respond well to praise and encouragement from staff, which promotes their self-esteem and confidence making them feel good about themselves. Staff act as calm role models and give children clear explanations developing their understanding of right from wrong. A complaints policy is in place, although detail regarding the address and telephone number of the regulator has not been clearly shared with parents in the policies.

The partnership with parents and carers is satisfactory. Parents receive a prospectus; they have access to policies and procedures, although these lack detail and are not up to date. Practitioners regularly communicate with parents and carers through daily discussions and newsletters promoting effective working relationships. Parents and their children are welcomed and an effective settling-in period eases the transition between home and the setting. Parents and carers are aware of their child's key worker group and are able to discuss their child's progress. Although, they have limited opportunities to contribute to planning the next steps in their children's learning.

Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is inadequate.

The nursery is in breach of a regulation, as they have not informed Ofsted of changes to the persons looking after children in the appointment of a new manager. Children may be at risk as a result of Ofsted's inability to make the appropriate checks of suitability.

The setting does not meet the needs of the range of children for whom they provide. The nursery has recently moved into a new building within the same site, they have one room available for play in this multi-use provision and a small enclosed courtyard garden. The room is effectively organised and is divided into specific areas where children can move around freely. Children are supported by sufficient qualified staff and all staff are accessing short courses to improve their knowledge and develop their understanding. A parent helper system is in place and used for extra support to the group.

The majority of documentation is in place and maintains sufficient detail. Policies and procedures are in place and are shared with staff and parents they are used effectively to promote the health and welfare of the children. Although, some are lacking in detail, for example the complaints policy shared with the parents does not include the address and telephone number of the regulator, parent helpers and their younger children are not recorded for evacuation purposes. Parents receive a prospectus but they have limited information regarding the Foundation stage or Birth to three matters framework used for younger children. The new manager is in the process of updating all policies and procedures.

The quality of leadership and management is satisfactory. The staff team support each other well and have a clear understanding of how to provide a stimulating environment, where parents feel welcome and children are happy, settled and learn through their play. The manager supports staff through regular staff and planning meetings. She is developing procedures for staff appraisals, observing and evaluating the quality of teaching and planning the next steps in

their learning. Staff training needs are being identified and courses both internally and externally are being offered. Staff are positive about recent changes and support one another.

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

At the last Children Act inspection the nursery were asked to ensure that documentation includes statements on bullying in behaviour policy, children's information on the register provides permanent record of attendance and to ensure documentation includes information to notify Ofsted of any concerns regarding children's welfare. The behaviour policy includes procedures to follow regarding bullying. The time of arrival and departure of children is permanently and clearly marked in the register. The manager is aware of child protection procedures and has appropriate incident records in place and documentation includes notifying Ofsted of any child welfare concerns.

At the last nursery education inspection the nursery were asked to increase opportunities for spontaneous writing. The nursery encourage children's spontaneous writing through whiteboards and markers with pens and paper available throughout the setting which children independently access.

### **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.

## **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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters changes to the management.
- ensure that fire practises take place on a regular basis
- ensure that a record is maintained of all persons within the setting their time of arrival and departure
- ensure that policies and procedures are in place to include a lost child policy.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

### **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 the evaluations of teaching and learning are used to inform planning the next step's in children's learning and meet individual needs
- develop staff's understanding of the Foundation Stage and Birth to three matters framework and how children's learn

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](http://www.ofsted.gov.uk)