

# Redhill Robins Day Care Unit

Inspection report for early years provision

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<b>Unique Reference Number</b>	218212
<b>Inspection date</b>	17 October 2007
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<b>Registered person</b>	Redhill Robins Daycare Unit
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Redhill Robins Day Care Unit opened in December 2002. It operates from a room within Redhill Community Primary School, Chadsmoor, Staffordshire. The day care unit serves the local area. The group is registered to care for a maximum of 24 children.

There are currently 50 children from two to five years on roll. This includes 19 children in receipt of nursery education funding. Children attend for a variety of sessions. The setting has systems in place to support children with learning difficulties and/or disabilities.

The group opens five days a week during school term times. Sessions are from 09:00 to 15:00.

Six staff work with directly with the children. Over half the staff including the manager hold an appropriate early years qualification to Level 3. The setting receives support from the local education authority early years unit.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are developing a satisfactory understanding of good hygiene practices through daily routines. They are encouraged to wash their hands after using the toilet. They help themselves to liquid soap from the dispenser and paper towels and wash and dry their hands independently. Staff use appropriate resources during nappy change. For example, plastic gloves and aprons are worn and nappies are disposed of. As a result children are gaining an awareness of appropriate hygiene practices.

Children's health care needs are well supported with policies and procedures which work in practice, for example, if they require medication or have an accident. Children benefit from staff who have sound knowledge in first aid procedures. Should a child become poorly or sick whilst at the group they are well cared for until the parents' earliest arrival. Parents are requested to keep their child at home if they are unwell. This ensures that contact with other children is kept to a minimum to prevent the spread of infection. Written consent is obtained from parents for staff to seek emergency medical advice or treatment where necessary. This ensures children's good health is appropriately supported in the setting.

Children are intrigued by the water jugs and dispenser and fill several beakers at time. They take sips of water from a beaker and then put it back to be used for a second time without it being washed first. They pour water back into the jugs from the beakers and are not always reminded to put used beakers into the washing up bowl. Consequently, this compromises their good health.

Snack time is a social occasion where children sit down and chat amongst themselves. Snacks provided for children meet their individual dietary needs and include 'Hedgehog bread', and fresh fruit. Parents share children's information so that individual needs, allergies, likes and dislikes are known. Parents also provide their children with a packed lunch which is stored appropriately before eaten. This helps contribute towards a healthy lifestyle.

Children benefit from regular physical activities both inside and outside. Indoors they take part in music and movements sessions to their favourite taped songs. They use the outdoor area regularly and enjoy riding on bikes, kicking and throwing balls, chasing one another around and climbing on the 'Caterpillar'. This helps children develop a good attitude to exercise and keeping active.

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

The provision is good.

Children are cared for in an environment where risks are limited through effective procedures including restricted access to the group at all times with a locked entrance door. Staff ensure they maintain an accurate record of children's and visitors' attendance. Staff make the environment inviting and welcoming. The outdoor play area is kept safe and tidy for children to access.

Children use a wide range of safe developmentally appropriate resources. These are well maintained and presented by staff to enable children to choose from the varied range stored at low-level. Risk assessments and premises checks are undertaken regularly to maintain the safety and security of the setting. For example, all equipment provided for children is checked

for safety on a regular basis. Resources and play areas are checked at the beginning of each session to ensure that any hazards found are minimised. This ensures children's safety is maintained.

Children are learning to keep themselves and others safe through topics and themes. For example, fire fighting equipment is well maintained and children practise fire drills regularly. This means that children will be safe in an emergency situation.

The written child protection policy is clear regarding the implications for children, parents and other staff. Children are protected from harm as most staff demonstrate a sound understanding of the child protection policy and the Local Safeguarding Children Board guidelines to follow should they have concerns about a child in the setting. Most staff are familiar with the procedure should there be an allegation of abuse made against the provider. The child protection procedures are available and shared with parents.

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

The provision is good.

Children enter the group and select activities and resources that they enjoy. New starters generally settle well and those who are less confident or unsure are well supported and reassured by staff. The room is set out to ensure different activities can be easily accessed by the children. The play room is organised to represent different play and learning areas. For example, the home corner for imaginative and role play, construction area for joining building blocks together, a colouring and drawing area to promote writing skills and a book corner to develop communication and listening skills. This ensures that children are provided with a range of activities to promote all aspects of their development.

Staff use the 'Birth to three matters' framework to enhance play opportunities for the younger age group. They interact well with the children and engage them in conversation. Most planned activities take account the age and stage of development of each child to ensure that they are involved in their play and learning. Staff plan a good range of activities for children under three years of age which are appropriate to their stage of development.

Children are encouraged to play alongside others to develop their imagination and creativity. For example, a small group of three younger children enjoy listening to a member of staff tell a story. Another group of four children enjoy a large scale leaf rubbing activity on the floor. Children are mainly involved in a range purposeful activities, which means they are lively and enjoy their time in the group.

### **Nursery funded education.**

The quality of teaching and learning for children in receipt of nursery funded education is satisfactory. Staff have a sound understanding of the Foundation Stage and provide a wide range of play experiences to support children's development in the six areas of learning. Staff interact appropriately with children throughout the session, listening to what they have to say and engaging with them in a supportive, friendly and relaxed way and this helps to promote a suitable learning environment.

Staff plan focused activities to extend children's knowledge and consolidate understanding. They ensure children are purposefully engaged in most activities however, planning does not clearly link to specific stepping stones and learning intentions are sometimes very basic. For

example, during a focused activity children are asked to name four different colours, although some children are able to confidently name between six and eight different colours. This means that some planned activities do not offer the level of challenge to help children achieve as much as they can.

Short term plans do not identify resources, or how children are to be grouped or how activities can be adapted to meet the needs of individual children. For example, children are excited to be part of a group activity but some lose interest very quickly owing to the large number of older and younger children taking part in the same activity; and lack of appropriate resources leads some children to lose concentration and become restless. This in turn has an impact on the feel of the group and consequently, children's behaviour and learning.

Staff make observations to assess children's progress toward the early learning goals and record achievements in children's development profiles. However, these assessments do not consistently help to inform future planning.

Children enter the room confidently, play happily and seek out their friends and join in with their play. They are curious, have a positive approach to new experiences and explore resources and new activities. For example, some children become overly excited using trigger spray containers filled with coloured water and squirting liquid onto paper pegged to the fence outdoors. They choose and pour their own drink at snack time and wash and dry their own hands independently. Through stories, role play and planned activities children are beginning to learn to care for each other, share and take turns.

They begin to recognise their name cards and are encouraged to look for letter of the week. Most children sit on the floor for registration and can stand up confidently in front of the group and choose and place weather pictures on the weather board. For example, some children choose cards with the words 'Partially Cloudy' to describe the current weather conditions. They are encouraged to repeat the day and date, month and year. This helps them to build their communication and language skills and literacy.

Children enjoy threading and staff support children with mathematical language, ideas and concepts such as in front, behind and in the middle. They have suitable opportunity to recognise different shapes and have made 3D shapes such as pyramids. They experiment with basic tessellation and investigate how shapes fit together. They enjoy measuring and weighing. For example, they weigh different vegetables at harvest time to find out which is the heaviest or the lightest. Children begin to use a computer with a selection of educational games and they see numbers and labels in the environment. For example, on resource boxes and on number lines. This supports their mathematical development.

The children go on regular nature walks. For example, in the Autumn they explore and collect seasonal treasures in a box and return to the setting to talk about what they have found. Staff talk to the children and read books about the different seasons and what to look out for on their expeditions. They look at the shapes of different houses in the immediate community and make rubbings of the bricks to compare and discuss. They investigate eye colour and favourite ice-cream flavours and make graphs to display their findings.

Children routinely use scooters, cars and bikes, some with stabilizers to help them balance. They are developing their physical skills in the outdoor space and enjoy climbing under, over and through the large equipment. They begin to use construction materials and small tools

with increasing control. For example, a hole punch. They throw soft spongy balls to one another and catch them on 'velcro' bats.

Children express themselves through creative activities and role play. They begin to play together in the home corner, dressing up and making each other cups of tea. They use a wide range of materials and resources to make and create different imaginative play themes. For example, a mast for a pirate ship; a castle for a Prince and Princess. They have opportunity to use their senses and discuss what they see, feel and smell. For example, they break bread into bread crumbs and feel the texture. They smell, roll and pat biscuits to make crumbs. They use their fingers to mix all the ingredients together with warm lard to make bird-cakes.

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

The provision is good.

All children are welcomed into the group and staff know the children well. They are aware of their individual needs and preferences and this helps children feel secure and settled. Children are helped to develop a positive attitude to others and an understanding about the wider world and about their community. Staff plan a range of activities and use resources to increase children's awareness of diversity and they explore a variety of festivals and celebrations. Children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties and/or disabilities and specific language requirements are supported well. Staff understand the importance of first seeking parent's consent before involving and working with other agencies. Policies and procedures ensure inclusion for all children.

Children are beginning to learn to manage their own behaviour. Staff talk calmly to children, give reminders and suitable explanations. Most staff are clear about setting boundaries and have a positive approach to behaviour management. They encourage children to share toys and popular resources. Children are given praise, encouragement and rewards for behaving well. For example, 'Super star' stickers are given out to children for helping to tidy away games and resources after use or for being 'Super helper' of the day. They respond well to this reward system, which in turn helps to develop their self-esteem and confidence.

Children benefit from an effective information sharing system with parents through daily contact. Parents are regularly invited to discuss their child's development, through the 'Birth to three matters' assessment. Information displayed on the notice board make parents aware of current topics, aims of the setting and policies and procedures. A key person system helps children, parents and staff get to know one another well. These systems help keep parents informed of their child's well-being and development.

The partnership with parents whose children receive nursery funded education is satisfactory. Reference is made to the Foundation Stage in the groups information booklet. Parents receive helpful information about the six areas of learning and the early years curriculum. Panning for the Foundation Stage is displayed for parents to view. Assessment profiles are available to share with parents. This helps them to be involved in their child's learning.

## **Organisation**

The organisation is satisfactory.

Children settle into their environment and are cared for by staff who have been suitably vetted. The person in charge ensures that all new members of staff have the appropriate clearances to work directly with children and are inducted to ensure that the quality of care provided is consistent.

Space is well utilized and children's safety, care and well-being is promoted by the settings appropriate organisation. Whilst an acceptable key person system is in place, the grouping of children is not fully effective and resources are not always planned for or exploited to full potential. Appropriate childcare training is encouraged. For example, all of the staff team hold a current first aid certificate. Children are cared for by staff who are qualified, experienced and demonstrate a suitable knowledge and understanding of how children learn. This in turn benefits children's care, development and learning.

All of the necessary policies and procedures are in place and contain relevant and updated information to ensure children's welfare is adequately promoted.

Leadership and management is satisfactory. Management are supportive of the staff team. The person in charge monitors and evaluates planning and assessment systems to ensure the early years curriculum is implemented appropriately. This process then highlights strengths and any areas for improvement. Regular training is identified and provided for staff, thus ensuring they have an up to date knowledge and understanding of the Foundation Stage. The setting receives ongoing support and advice from the local education authority early years unit.

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

## **Improvements since the last inspection**

There were two actions and two recommendations at the last inspection.

The two recommendations asked the providers to ensure that the written statement about special needs includes special educational needs; and to revise the statement on bullying in the behaviour management policy. The two actions asked the providers to obtain prior written consent from parents before administering medication to children and to develop knowledge of current procedures regarding notifiable and infectious diseases.

The provider has suitably addressed the actions and recommendations by updating the policies and procedures to include a statement about children with learning difficulties and/or disabilities; by providing a revised statement on anti-bullying; by producing an updated form to obtain written parental consent before administering medication to children; and by developing the procedure regarding notifiable and infectious diseases. All these documents are shared with and made available to parents. This ensures children's care and welfare is appropriately promoted in the setting.

## **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 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):

- make arrangements to ensure appropriate procedures are in place to prevent cross-contamination in particular regard to accessing drinking water
- ensure staff gain awareness of the relevant Local Safeguarding Children Board's guidance and procedures on child protection
- review the grouping of children to ensure all children are supported to develop according to their age and stage of development (also applies to nursery funded education).

#### **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):

- adapt activities to meet the needs of individual children in regards to differentiation and ensure resources are planned for effectively to benefit children's learning
- clearly link learning intentions to the stepping stones and ensure that planned activities offer appropriate challenges to help children achieve
- make more effective use of observations and assessments to help inform future planning.

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