

# Rosebuds Private Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY345281  |
| <b>Inspection date</b>         | 13 June 2007  |
| <b>Inspector</b>               | Shirley Amanda Wilkes                                   |
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| <b>Registered person</b>       | Wendy Margaret Harrison                                 |
| <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?

Rosebuds Private Day Nursery opened in 2007 and operates from a purpose built building close to the centre of Gnosall, Staffordshire. A maximum of 24 children may attend the nursery at any one time. The nursery is open from 08.00 to 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 50 children aged from three months to five years on roll. Of these, 18 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and also supports children who speak English as an additional language. The nursery employs 10 members of staff. All staff hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn to be healthy. They adopt good hygiene routines, such as hand-washing after toileting, before snacks and after messy activities such as painting. Staff record all accidents and obtain signatures from parents and carers to show that they have been informed. All of the staff have completed first aid training to help them respond to accidents appropriately and procedures are also in place to care for children should they become sick on the premises.

Children are able to have snacks and drinks at set times and in line with their dietary requirements. Drinking water is available for children to access freely if they become thirsty. Children have healthy snacks, such as a selection of fruit, main meals are freshly prepared on site and are of good quantity and quality. Children are further helped to become aware of healthy eating through planned activities and discussions. However, during snack time no plates are used with the fruit being placed straight onto the table. Although the table has been cleaned prior to use cross-contamination may occur.

Children enjoy being active and are able to be energetic in a well-organised outside play space, however, this is limited to twice a day and if these times are missed by sleeping babies they have no opportunity to enjoy the outdoors. Children learn to move in different ways and use equipment, including the climbing frame, bikes and cars. All children are given a wide range of opportunities to develop their small motor skills by using a variety of tools and other equipment.

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

The provision is good.

Children learn to keep themselves safe in the welcoming setting where they are able to freely move around the learning environment throughout the day. Staff are vigilant about children's safety and ensure this by the effective implementation of thorough daily risk assessments and suitably detailed health and safety policies and procedures across the provision. For example, emergency evacuation is practised on a regular basis.

Children are well protected because practitioners have an in-depth knowledge of child protection issues, recognise their role and responsibilities and know how to implement their own and local child protection procedures. The recording of all staff, children and visitors to and from the nursery, detailed policies for the collection and non-collection of children and arrangements for recording pre-existing injuries contribute to ensuring children are safeguarded from harm.

Children benefit enormously from the well-organised and vibrant learning environment and an extensive range of equipment and resources is available, suitable for the ages of children attending. Good procedures are in place to ensure equipment is safe and well-maintained. Children access their own resources independently across the provision, which helps to develop and sustain high levels of independence.

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

The provision is good.

Children enter the nursery happily and enjoy their time at the setting. Babies receive lots of positive interaction from staff who spend time talking to, holding and playing with them. Lots

of cuddles and eye contact help to promote their well being. They benefit from routines which are similar with their experiences at home. Babies and young children explore their surroundings, finding out how musical toys make different noises. Children enjoy joining in with nursery rhymes using signing during the song with enthusiasm. Staff implement the 'Birth to three matters' framework and they make observations and assessments of the children and use these to inform their plans for children's next steps in learning. This ensures children are making progress.

All children enjoy playing with outdoor equipment such as the cars, scooters, bicycles and the fixed climbing frame and slide.

### Nursery Education

The quality of teaching and learning is good. All staff have a good knowledge of the Foundation Stage. The nursery's planning covers all six areas of learning; it provides clear links to the early learning goals for focus activities and demonstrates an understanding of the need to differentiate activities to allow for the range of children present. All staff interact well with the children and are actively involved in the activities alongside them. They ask the children appropriate open-ended questions to confirm their understanding and prompt them to move on in their thinking, for example, when talking about the dog's 'poorly paw'. However, the outdoors is not used to follow through with the children's learning, for example, the use of numbers and written words.

Children's development is observed and assessed thoroughly during daily activities. Notes are recorded centrally and then transferred to each child's record of achievement towards the early learning goals. By observing children and their achievements throughout the day and not only in particular activities, staff ensure that they know where each child's development is at any given time. There is a clear link between the assessment records and planning which shows how they are continuing to meet the children's developmental needs at all times and help them take the next steps. Behaviour is well managed and this results in a calm and caring environment for children. They organise the routine to include structured activities and free play time with children using a time line to understand what is going to happen next.

Children manage their self-care well, they are encouraged to go to the bathroom independently and to help tidy away the toys. Children's self-esteem is encouraged well through praise and the use of stickers. Relationships with staff are positive.

Children's early communication skills are good. They speak clearly and with confidence to both their peers and staff, there are opportunities for children to learn that print carries meaning through seeing words in the environment. They are beginning to recognise some letters and many children are able to recognise their own names, for example, place names used at meal times and on name boards. Children are beginning to write their own name and link sounds to letters as they sound out the letters when matching letters to pictures. They have opportunities to practise their emergent writing skills in various ways, for example, when writing get well letters for the toy dog with the poorly paw. Children are beginning to count and use numbers well. They count reliably to 10 and above and they have opportunities to develop simple calculation skills reaching the equipment for activities. Children are encouraged to use number during everyday activities, for example, when laying the table and when lining up for outdoor play. They demonstrate that they are developing a sound sense of shape and size. They talk about the tallest and shortest when using the tape measure to compare their height.

Children are introduced to a range of topics that help to develop their awareness of their environment and the world in which they live. They learn about the significance of different festivals and customs. They plant vegetables in the garden and watch them grow. Children have regular opportunities to use information and communication technology through use of a computer they competently use the mouse and complete simple programmes. They match shapes and follow instructions.

Children move confidently and are developing good coordination skills, they handle a range of tools and small equipment well, such as pencils, paste, spatulas and scissors. They are able to negotiate pathways when riding their bikes and practise their climbing and balancing skills on the climbing frame. Children use a variety of different materials, painting and printing techniques to develop their creativity. Most children can name a wide range of colours with success. They have regular opportunities to develop their musical skills, singing their favourite songs and using musical instruments. Their imagination is well developed as they cook food for staff in the home corner and develop different scenarios with the construction toys, sand and role play.

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

The provision is good.

Children benefit from friendly relationships between staff and parents. Parents are invited to play an active role in the nursery, for example, through attending social activities and observing their children within the group. Staff value parental interest in the nursery and operate an open door policy which means parents are able to visit at any time. A good settling-in procedure is in place with children attending for short periods of time until fully integrated. Children with learning difficulties and/or disabilities and specific language requirements can be fully included and supported because staff have a good understanding of inclusion for all. All individual routines and preferences are discussed, which means that staff are aware of all the children's care needs. Parents are made aware of how the setting operates through an information document which contains policies and procedures and through regular newsletters.

Children are beginning to learn about different cultures through planned activities, for example, the celebration of festivals. They are able to access toys and resources helping them to become fully aware of the wider world and of diversity. Children enjoy positive relationships with the staff and each other. Children are valued and respected as individuals, their confidence and self-esteem is developed well by staff with use of praise and encouragement throughout the day. Children behave well, they take turns, share, help each other and remember to say 'please' and 'thank you'. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers of funded children is good. Staff keep parents and carers well informed through an abundance of information about early years, the Foundation Stage, planning and general practices in the group. This is made available on the notice boards. Parents and carers are made aware they can see their children's development records and termly meetings with their key workers are offered. They are told about topics and themes through newsletters. Practitioners also give daily verbal feedback and often write about the children's learning and achievements on work that is sent home. Effective relationships allow parents and carers to work well with staff to meet all the children's developmental needs.

## **Organisation**

The organisation is good.

All required documentation, policies and procedures are in place and the required checks are completed for new members of staff. The group inducts new practitioners well and carries out appraisals regularly. Staff training is organised to meet individual needs as well as the needs of the group to continually improve the provision. Effective deployment of practitioners ensures that unvetted persons are prevented from accessing premises or having unsupervised contact with children and that required staff to child ratios are met at all times.

The leadership and management for early education is good. Practitioners work well together to come up with ideas for planning which are then recorded by the manager. All practitioners are confident in their knowledge and understanding of the Foundation Stage. The manager has implemented a system to monitor the provision of nursery education and this is proving to be effective in identifying areas for future training.

Overall children's needs are met.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration 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 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):

- ensure staff are aware of good hygiene practice; this refers to serving snacks
- increase children's opportunities to be active outdoors.

### **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):

- devise plans to promote children's learning in the outdoor area.

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)