

The Rose Day Nursery

Inspection report for early years provision

Unique Reference Number	101815
Inspection date	10 October 2007
Inspector	Glenda Sinclair
Setting Address	Market Place, Coleford, Glos, GL16 8AJ
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Registered person	Gillian Margaret Warry
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?

The Rose Day Nursery opened in 1999. It operates from a converted stable in Coleford, in the Forest of Dean and serves the local area.

There are currently 68 children on roll. This includes 23 funded three-year-olds. Children can attend for a variety of sessions. The setting supports children who have special needs. The nursery opens five days per week from 08.00 to 18.00. 11 members of staff work with the children. All staff either have appropriate early years qualifications or are working towards them.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have ample opportunities for fresh air and exercise. They spend regular periods in the outside play area, where they are able to run about or play on the equipment provided for

them. Babies are taken outside to watch the other children and also have room to pull themselves up on furniture or crawl around their play room. Older children also make trips to the park to use the play equipment or for an educational activity, such as identifying wild flowers. Hygiene is generally good. Children learn about personal hygiene as they are reminded to wash their hands after using the toilet or before eating. Babies may share a single bowl of soapy water for hand washing, which poses the risk of a spread of infection amongst them. Staff do not always wear gloves to handle the children's food. This also poses a risk of infection spreading. Sand and barked areas are protected, when not in use, to protect against animal fouling. Nappy changing procedures are appropriate to maintain a good standard of hygiene. Staff have warm relationships with the babies and toddlers and offer hugs and reassuring cuddles, when necessary. This allows children to develop a sense of trust and emotional well-being.

Babies are fed to their own timetable, so that hungry babies may be offered feeds as they need them. Parents provide main meals for their own children and staff are happy to re-heat cooked meals for children, at their parents' request. All food, sent by parents, is stored in the refrigerator to maintain freshness. The nursery provides healthy snacks of fruit or toast and drinks of milk or water. Water is also available from dispensers so that children can access them at any time. This diminishes any risk of dehydration. Staff are aware of the reluctant eaters and offer gentle encouragement to eat a little more.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery staff pay careful attention to all aspects of safety and security. The building, which occupies various levels, is clean and welcoming to children. Security is good. Visitors have to pass through several gates before they enter the nursery and one has the additional security of a chain looped through it. Doors have Yale locks, which means that children are unable to leave the premises unsupervised and visitors cannot walk in unchecked. All equipment is clean and safe for children's use. It is checked regularly by staff. Risk assessments have been made and staff check risk areas frequently. Fire procedures are appropriate to protect children and dangerous substances, such as cleaning materials, are stored safely in high cupboards. Outings are arranged only when there are sufficient adults to ensure a high ratio of adults to children.

Many of the staff have attended child protection training. They are aware of the signs and indicators of child abuse and are knowledgeable about the procedure to follow if they have any concerns about a child's welfare or safety.

Helping children achieve well and enjoy what they do

The provision is good.

Staff use the Birth to three matters framework to plan activities so that babies and toddlers play and learn happily in the nursery. For example, they play with treasure baskets, filled with various items to give them a range of tactile and other sensory experiences. Heuristic play is a fairly new addition to the planned activities. Children benefit from the opportunity to explore everyday objects in their own way. They enjoy music and books and have great fun with paint, gloop and shaving foam. Staff talk to the little ones all of the time, encouraging them and helping to develop their language.

Nursery Education

Teaching and learning are good. Teaching staff are adapting the Reggio Emilia system for the nursery's use. This is based on following children's lead and building and extending activities around the children's chosen topic. However, the staff have a sound knowledge of the Foundation Stage and ensure that early learning goals are met. Planning is minimal but the staff use a 'Learning Journal' to record retrospectively what children have been doing and what they are learning. This is enhanced by an excellent use of photographs.

There are good relationships between staff and children, which enables children to respond confidently to the adult's questions. Despite their young age, most of the children are able to maintain their attention and sit quietly at the appropriate time. They are beginning to be independent and many can now take themselves to the toilet, without adult assistance. They enjoy stories, songs and poems and show a healthy interest in their books. They are keen to learn new vocabulary and the teacher uses their chosen topics to help them with this. For example, work on pirates brought forth a wealth of new vocabulary such as skull, sails and oars. They are beginning to mark-make, mostly using the correct pencil grip. Children are beginning to calculate, encouraged by the teacher who asks questions, such as 'How many more ..?' Some children are able to sort into sets and compare number groups, as well as recognise a few written numerals. They are encouraged to think problems through for themselves. For example, one child knew that the answer to 'What makes the pirate ship move?' was the wind blowing the sails.

Children's knowledge and understanding of the world is very good. They make visits to support their topic work, for example, a trip to the pet shop to buy fish or a trip to look at a disused railway bridge. Visitors also come in from the local community to talk to the children. Staff provide opportunities for the children to experiment with materials and learn about the natural world. Remote controlled cars and robots are used to develop children's knowledge and understanding of technology. Children have ample opportunities to exercise. They show well-developed small and large muscle control and are beginning to recognise their own needs. Excellent use is made of props and role play to help children develop their imaginations. They sing and play musical instruments, act out stories, build using recycled materials and have access to the usual range of artistic activities such as painting, collage and making models with play dough.

Helping children make a positive contribution

The provision is good.

Staff respond well to children's individual needs. For example, they follow younger children's home routine, as closely as possible. Children learn about the diversity within society through a range of interesting activities for example, one parent brought her African mementos into the nursery to share with the children. Staff support a number of children with learning difficulties, or disabilities. They are used to working with individual education plans and co-operating with other settings and professionals to maximise the effect of these.

Children's spiritual, moral, social and cultural development is fostered. Behaviour is good. Children learn to be polite as they are reminded appropriately to say 'please' and 'thank you'. Staff use praise well to reward and encourage both achievement and good behaviour. Partnership with parents is good. Parents are kept generally well informed through displays of photographs, newsletters, information evenings and regular daily verbal updates. Staff in the baby room also use daily sheets to keep parents informed about feeds, sleeps and nappy changes. However, the nursery staff are not involving parents with any ongoing learning activities. Parents are happy with the nursery and find staff friendly and approachable.

Organisation

The organisation is good.

Leadership and management is good. The nursery is well organised. Aims stated in the nursery's operational plan are met. Staff are well qualified and there is an emphasis on keeping up-to-date with staff training needs. Employment and induction procedures are sound and staff have regular staff meetings and appraisals to inform and develop their work with the children. Staff work well as a team and there is a commitment to ongoing improvement. Children's records contain the necessary information to protect children and registration, accident and medication records are filled in correctly. Policies cover the necessary areas and are reviewed regularly. Parental permissions are in place to safeguard children and all information is regarded as confidential. The nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the nursery staff were asked to ensure that medication documents were only seen by the parent concerned. The nursery staff use separate sheets for each incident, which ensures that confidentiality is maintained. They were asked to ensure that all doors were secured during working hours. Security is now very good. Doors and gates are kept secured so that children are unable to leave the premises unsupervised. The nursery was asked to ensure that sufficient staff are on duty to maintain safe ratios of adults to children. Staff ratios now meet regulations. As requested, staff have expanded the child protection policy to include a procedure for dealing with an allegation against a member of staff. They have also developed risk assessments and parents' signatures are obtained when an accident occurs. These ensure that children are suitably protected.

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):

- ensure that rigorous hygiene procedures are followed at all times

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 ways of involving parents more actively in their children's learning - for example, by continuing some play and learning activities at home.

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