

House of Rompa Day Nursery

Inspection report for early years provision

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| Unique Reference Number | 305119 |
| Inspection date | 16 July 2007 |
| Inspector | Jane Pamela Berry |
| Setting Address | Holly Road, Wilmslow, Cheshire, SK9 1LN |
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| Registered person | A'dell Lauren Harper |
| 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 satisfactory. 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?

House of Rompa was re-registered in 1999. The day nursery, which is privately owned, is housed in purpose built premises in the grounds of Wilmslow High School, in Wilmslow, Cheshire. Children attend from various locations due to the nursery's close proximity to the A34.

The nursery operates from 07.45 to 18.00, Monday to Friday, for 51 weeks of the year. The children are organised in four areas, which consist of babies, tiny tots, tots and pre-schoolers. The outdoor play area is a combination of paved, grassed and bark areas.

The provision is registered for 47 children, aged from birth to five years. There are currently 66 children on roll; of whom 19 are funded three and four-year-olds. Children with English as an additional language attend the setting. In addition to the manager, who is Level 3 qualified, there are eight staff with a relevant childcare qualification. Further to this, a number of staff are in the process of working towards a qualification. A teacher comes in for one session each week to help the children to learn French.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about healthy eating and about the importance of physical exercise, through activities that enhance their awareness of health issues. For example, the children are taught about the importance of eating healthy foods, to ensure that their bodies grow and become strong. They learn about movement and enjoy games that involve sports and dance routines. The older, more able children are becoming independent, through being taught self-care in the bathroom and how to attend to their own toileting, and hand-washing needs. They understand why they must wash their hands before handling food. However, children in the toddler room have limited opportunities and routines are not as effective in meeting their needs. For example, young children are encouraged to use potties in the playroom, when being toilet trained and are, therefore, not learning important skills, such as visiting the bathroom and associated hygiene routines from an early age.

The children enjoy snacks and main meals, which are healthy and include organic produce. What the children have to eat can vary, according to children and parent's wishes and religious or cultural requirements. The staff talk to the children, during everyday routines about healthier options, to support their knowledge and understanding of health issues. Fresh drinking water is readily accessible, throughout the session, ensuring the children remain well hydrated, at all times.

Children have access to the outdoor area mostly for physical play, however, it is not as well developed for cross-curricular activities, such as writing, creative and imaginative play outdoors, which is a missed opportunity. Children enjoy physical robust play opportunities daily, with equipment readily accessible for climbing and balancing, such as a small climbing frame and a slide. They have planned sessions for music and movement, and activity rhymes are used to encourage children to move around, exercising their large muscles.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children remain safe through effective security and risks being suitably minimised, such as heaters being guarded. However, a guard requires some attention. This potential risk is currently controlled by the heater being switched off when children are present. The children learn about fire safety, through the regular practising of fire evacuations and all fire exits being free from obstruction. They also learn about safety in the home and outside, by talking to staff about road safety and outings, such as being encouraged to hold onto their parent's hand, and remain close to them, whilst out in the community. The equipment is checked thoroughly by staff, as they set out and put away the activities daily. This ensures all of the equipment is in good condition and continues to be safe for the children's use. There is a varied selection available, offering choices and covering all aspects of the curriculum. The children particularly enjoy the well resourced role play areas.

The manager has a satisfactory knowledge of how to keep children safe and the Local Safeguarding Children Board (LSCB) procedures, however, she lacks confidence in this area due to insufficient training. Staff all have access to the booklet, 'What to do if you think a child is being abused' and are aware of the implementation of this process. However, the policy in

respect of dealing with allegations made against staff lacks sufficient detail and is currently in the process of being updated.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have very many interesting and exciting opportunities to investigate materials, to see how they work, including scientific, experimental and sensory play. Staff are very aware of the importance of the 'Birth to three matters' framework and how young children learn, through direct hands on experiences. For example, they use cardboard boxes for very young children to climb into, which helps to develop their spatial awareness. Staff have attended training in this area and are very good at observing children, as they progress with their learning and development. They mostly offer a rich learning environment, with lots of messy play, such as looking for objects in the sand and exploring paint. Adults help the children to discover and imitate sounds, like sponge, splash and squishy, as they investigate how different materials float or sink in water. All of the rooms offer consistent care, which is mostly of a high quality. However, there are some omissions. For example, the toddler room does not offer, the same rich learning experiences, as all the other areas, within the nursery. The management are aware of any shortfalls and have a plan in place, to ensure that any development needs are fully met.

Nursery Education.

The quality of teaching and learning is satisfactory. The effective planning of a wide range of suitable activities and careful use of observation, ensures all children make sound progress with their learning, in all six areas of the curriculum. The integral use of children's interests in the planning ensures that the next steps for children are identified and accommodated. This provides an effective platform for children to succeed and reach their full potential. Although, evaluations of the curriculum are currently not utilised to maximum effect. Children do enjoy many interesting and stimulating opportunities that help to develop and enhance their skills. They are happy and engage easily with activities on arrival, with very few exceptions. They play with role play materials, shopping for vegetables and pretending to visit the hairdresser to have their hair washed, cut and re-styled. The children learn about communication, as they identify letters and the initial sounds of familiar words. They competently use technology to assist them, by matching letters with objects, using excellent mouse control. Many of the children write their names on their own pictures and they listen well to the other children, as they share and develop their ideas. Children are very creative, for example, they spend time painting their own free representations of pets and their family sunbathing on holiday.

The children are learning about mathematical language, and quickly count objects, as they sort and group materials according to size and shape. The adults skilfully introduce new concepts, such as the same as, or different, bigger and smaller, and more or less. Children are sometimes involved in baking, involving weighing and measuring ingredients. This helps them to use practical situations to further their knowledge and to build on, what they already know. They are interested in technology and use cause and effect toys to good effect.

Helping children make a positive contribution

The provision is satisfactory.

Partnership with parents is satisfactory. The provider is aware of the legal duty to provide parents with a procedure for complaints and of the duty to maintain a log of written complaints or concerns.

Children's parents speak very highly of the care their children receive. Many have had a number of children attend the provision and state that they are very happy with the care that their children receive. They feel well informed of the curriculum and are able to contribute to their child's education. For example, parental involvement in the shared reading scheme is highly effective. This fosters a love of books and increases children's skills in reading, creativity and vocabulary. Equality is well promoted, as the equipment reflects different lifestyles and gender issues are discussed. Children with disabilities are welcome, and adults ensure that their personal needs are well met. There is a special educational needs co-ordinator (SENCO), securely in place to offer guidance and support to staff and parents.

Children behave well and co-operate very well, when asked to undertake simple tasks, like sounding the five minute warning to tidy up and cleaning the tables. They follow simple rules and instructions and help clear the toys away, problem solving along the way, as they look for missing objects. This raises children's sense of responsibility and a positive sense of self-worth. Adults respond quickly by distracting children, when they get upset. For example, during transitions and when children separate from their parents, during the planned, gradual introductions to the setting. In this way children get to know the carers and establish secure relationships with familiar adults. Children's spiritual, moral, social and cultural needs are fostered.

Organisation

The organisation is satisfactory.

The leadership and management of the setting is satisfactory. Good use is made of the advisory support and a consultant teacher and staff meet regularly, to plan for children's needs. Although, use of the review and evaluation cycle in the planning is identified, as an area for development. Generally speaking, outcomes for children are satisfactory or better in all aspects of the stepping stones. This is a credit to the management and the staff, who work cohesively as a team showing their commitment to the children.

The certificate of registration is prominently displayed for parents and there is an operational plan securely in place. Children benefit from effective planning that meets their needs and aspirations. They enjoy coming to the nursery and parents state that their children look forward to the days that they attend. They report that their children are enthused by the staff and the activities provided. The observations are linked to the objectives in the planning and the next steps for children are clearly identified. This results in children's needs, mostly being well met. The staff work closely as a team to support children's interest and their well-being is suitably well fostered. Through discussion it was established that for children with a disability, an identified key worker as detailed under the 'Code of Practice' is provided. Policies are all satisfactorily in place with arrangements to share this information with parents. However, the policy for safeguarding requires some attention, as mentioned previously. There are robust systems for the recruitment and vetting of staff, and unvetted adults, in the proximity of children are supervised at all times. The recruitment and vetting processes are secure, which ensures that children are fully safeguarded. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection a number of actions were raised in respect of the following; records demonstrating staff are suitable to work with children; systems for registering the arrival and departure times of children and staff; sufficient suitable activities, toys and equipment; children's

safety being maintained; adequate provision for trained first aiders; ensuring parental consent and signatures are obtained for medication and accidents; the Local Safeguarding Children Board, (LSCB) procedures, being complied with; effective planning, observation and assessment systems and that all staff receive an induction, are fully conversant with the operational plan, and are aware of their responsibilities to provide activities, in line with the guidance for, 'Birth to three matters', and the curriculum for the Foundation Stage.

All of the above actions in respect of both the care and the nursery education have been satisfactorily met. A secure system is in place to ensure all staff checks are completed and information is readily accessible. The safety issues have been addressed in respect of heating appliances and staff are all briefed on the LSCB procedures. The accident and medication records are suitably in place with the exception of two minor omissions, which were addressed on the day of the inspection. These developments all help to protect children's welfare and keep them safe.

With regards to provision for children under three and the nursery education; the staff have received advice from advisors and obtained the services of a consultant, who is a qualified teacher. They have revised the planning and activities, and the environment to make this more conducive to support children's learning. The results are extremely positive, with better outcomes for the children. The quality of the observations for children of all ages and stages are now excellent. The progress that children are making, for all age groups, is now being recorded and assessed, providing parents with a holistic view of their child's developmental progress.

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):

- continue to ensure children's safety, for example, by heating appliances being switched off or by them being suitably guarded
- develop practice in the toddler room to provide better outcomes for children, such as increasing the activities and resources, readily available, and implement a more effective routine to support children's development

- further develop the policy in respect of the Local Safeguarding Children Board procedures for allegations made against staff.

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):

- further develop the outdoor area to support cross-curricular activities in all aspects of the Foundation Stage (also applies to care)
- continue to develop the already well established practice, through ongoing evaluation of the curriculum activities.

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