

# Radmoor Day Nursery & Annexe

Inspection report for early years provision

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<b>Unique Reference Number</b>	223262
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<b>Registered person</b>	The Governing Body of Loughborough College of Further Education
<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?

Radmoor Day Nursery & Annexe is run by Loughborough College of Further Education. It opened in 1996 and operates from the college campus site in three mobile class room units. It is situated on the college campus in Loughborough. A maximum of 105 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. The annexe provision opens from 09.00 until 18.00 for 36 weeks of the year. All children share access to secure enclosed outdoor play areas.

There are currently 109 children aged from four months to five years on roll. Of these, 33 children receive funding for early education. Children come from the local and surrounding area, with some parents attending the college. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 29 members of staff. Of these, 22 hold appropriate early years qualifications. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children enjoy good health and a healthy lifestyle because adults follow current and appropriate environmental health and hygiene guidelines, policies and procedures, including exclusion procedures for infectious and communicable diseases. The premises are clean and well maintained, staff ensure toilet areas and children's potties are cleaned frequently so that children use clean and hygienic facilities. Adults wear protective clothing at meal times and during nappy changing routines. Sterilising solutions are used to clean babies bottles and dummies after use. However, young children's individual dummies are stored openly, potentially increasing the risk of contamination and cross-infection. All staff hold appropriate first aid qualifications and appropriate consent is obtained from parents, ensuring that children can receive any necessary care and attention in the event of a medical emergency. Good systems are in place to keep records of any medication administered and accident or incidents occurring, which are signed by parents.

Children learn about healthy living and how to keep themselves clean. They know that they have to use soap and water to 'wash the germs away'. They use individual flannels and paper towels to wash and dry themselves which helps children to learn about good personal hygiene routines from an early age. Children use tissues independently to wipe their noses and throw away their tissues in the bin. Adults explain carefully and sensitively to children the importance of good hygiene so as 'not to spread germs, which can 'make us poorly'. This minimises the spread of spread of infection.

Children's good health and dietary needs are met. Meals are provided which are healthy and nutritious including a variety of fresh meat, vegetable, rice and pasta dishes, followed by fruit and yoghurt desserts. Older children confidently pour their own drinks as they visit the open snack bar, choosing milk, water or juice drinks. Good use is made of photographs displayed on the 'healthy choices' board to encourage children to help themselves to a variety of fruit and vegetable snacks at this time. However, older children have limited opportunity to serve themselves to their own meals at lunchtime, minimising their independence. Staff are aware of the individual needs and preferences of babies and young children, preparing milk feeds and weaning foods appropriately to meet each child's age and stage of development. Older children are encouraged to take part in planting and growing projects in the garden which helps them to learn about the food cycle and healthy eating.

Children enjoy regular physical activity both indoors and outside. Babies have space to crawl, sit and walk around, using furniture and specialist equipment to support their developing independence and skills. Toddlers enjoy action songs, rhymes and active games within the main nursery room, although their free movement is sometimes restricted within the smaller base room. All children have routine times and free access to the enclosed outdoor play areas which are well organised to ensure there is space for active movement, promoting children's physical development. Babies enjoy their own time outdoors during the day where they can explore using a range of small physical and imaginative play equipment. Additional outdoor opportunities enable them to meet and socialise with older children and siblings. Toddlers enjoy supervised and free-choice time outdoors, using the space and physical play equipment to develop their mobility skills. School-age children have the use of the sports hall to play robust and active games which are appropriate to their age and stage of development. Additionally, staff make good use of local facilities such as the swimming pool during holiday periods to take children

swimming, taking into account safety arrangements, parental consent and supervision requirements.

Older children are actively encouraged to use the outdoor play space freely throughout the day, benefiting from regular fresh air and exercise, vigorous and energetic play. They are developing a sense of space both indoors and outside, using small and large equipment with confidence and control. For example, they move into and under a canopy as they initiate their own role play 'under the sea'. All children are developing a good awareness of their own bodies and the importance of exercise as they take part in active exercise routines specifically designed for children and enjoy music and movement activities. Children use a range of small and large equipment and handle tools, objects, construction and malleable materials safely and with increasing control. For example, they use scissors, a hole-punch, and the sticky-tape dispenser independently to create models and masks, developing their fine manipulative skills.

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

The provision is good.

Staff are vigilant about children's safety, offering good levels of supervision and individual attention so that children can play safely indoors and outside. Good security systems are implemented by staff and parents so that children are protected from unauthorised entry and exit. Policies and procedures are generally well-implemented. For example, staff are knowledgeable about safety procedures including the care of babies and young children, escort arrangements when collecting and escorting children from school and the supervision of specialist activities such as swimming, sports and outings. There is a clearly defined procedure for lost or uncollected children. The premises are included in annual risk assessments which are reviewed in line with college policies and procedures and in the event of any changes. Clear actions and timescales identify what needs to be done to minimise identified risks. However potential hazards, such as the use of fine sand outdoors on a windy day have not been included in the risk assessment, potentially increasing the risk of accidental injury. Staff are fully aware of the procedures to follow in the event of a fire emergency and take appropriate measures to help children leave the building calmly and quickly. Children are involved in periodic fire evacuation practices each term. Older children learn about safety issues through activity projects, discussion and visits from 'people who help us' such as fire, police and road safety services. Children use suitable and safe equipment which is well maintained and which conforms to safety standards.

Children are protected from harm and neglect because staff fully understand their role in safeguarding children and are confident to put appropriate procedures into practice when necessary. The allegation procedure is clearly written into the child protection policy which is regularly reviewed at staff meetings. Relevant training and designated child protection responsibilities ensure that staff are informed and knowledgeable about child protection issues.

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

The provision is good.

Children enjoy the provision and make good progress in their learning, leisure and personal development. They are confident and happy in their play. Activities and resources are selected and accessible to children taking into account their individual interests and age and stage of development. As a result, younger children develop their natural curiosity and imagination using musical instruments, action and activity toys and heuristic materials in their everyday play. Children enjoy further opportunities to explore the nursery environment as they take part

in many interesting creative and imaginative play activities indoors and outside. They thoroughly enjoy socialising with children of different ages and their siblings throughout the day. Excellent adult support, individual attention and small group play successfully develops children's confidence and self-esteem. Children are encouraged from an early age to make their own choices and decisions, using picture prompts and soft toys to reflect on what they have done during the day and to choose what they would like to do next. Staff are supportive of children's individual needs and interests providing time and resources for young children to express their thoughts and feelings in their imaginative play. School age children enjoy a range of creative, imaginative, leisure and physical play activities which take into account their age and level of interest.

Staff use the 'Birth to three matters' framework effectively to provide varied and interesting opportunities for children's play and learning. Babies and young children enjoy sensory play with a range of art and craft materials. They respond in a variety of ways to music and songs, clapping their hands and wiggling their bodies as they join in with favourite nursery rhymes. They develop new skills and a sense of self as they use a variety of small and large play equipment such as rocking toys, play tents and shiny mirrors. Stories and rhymes are valued as an important resource to promote children's development and learning. Books are readily available at all times and children show much interest in them. Staff respond well to children's spontaneous interest as they point to favourite pictures and mimic familiar sounds. They skilfully attract children's attention as they draw them into small group discussion and sing-songs. Children develop strong and trusting relationships with adults and each other in the child-focused and relaxed atmosphere which helps children feel happy and secure.

### Nursery Education

The quality of teaching and learning is good. Staff are very knowledgeable about the stepping stones and early learning goals. They are well trained and recognise important factors about how young children learn, providing practical and meaningful experiences which place a strong emphasis on child-initiated play. They take into account and fully support children who learn at different rates and need time to explore and apply their learning. Effective curriculum plans ensure that all six areas of learning are covered. They give a clear understanding of what the children are intended to learn, how they will be grouped, how staff are to be deployed and the resources needed. Staff demonstrate good knowledge and understanding of how children's skills can be developed and the activity adapted to suit more or less able children. They observe and record children's development and use information well to plan for children's future learning. However, the evaluation of activities is not clearly identified in the planning system, minimising opportunities to extend children's learning.

Children are actively encouraged to try new experiences. They are fascinated by textures, smells, patterns and change as they mix water and peppermint essence into icing sugar to make a mother's day gift. Staff skilfully provide explanations and ask challenging questions that encourage children to think for themselves, introducing new words to develop children's language and listening skills. Children begin to understand mathematical concepts as they decide if they need to add a 'little bit of water', and 'more or less icing sugar' to get the 'right consistency'. They are introduced to the wonder of science as they find out how the mixture 'changes' and 'dissolves' when water is added. Children express emotions of happiness and delight as they 'smell' the 'minty' mixture. Their knowledge of safety and hygiene procedures is consolidated as they learn how to hold glass containers carefully and about the importance of keeping themselves, the tools they use and the icing mixture clean to prevent the 'spread of germs'.

Activities are well organised and stimulating provided within separate work areas which are used flexibly to meet children's developmental needs. Children enjoy creative play using sand, paint and household materials to construct and design models, masks and displays. They initiate their own games and suggest ideas for themes and projects, developing their creativity and imagination through role play, music, rhymes and songs. Children are excited and keen to talk about their favourite sea creatures, naming some correctly such as 'crab', 'dolphin' and 'octopus'. They work together to construct a 'sheep machine' to 'wash their sheep', selecting a variety of blocks and sticks to construct different parts to 'turn' and 'whoosh', adding 'short handles' and 'long pieces' to make their machine 'work properly'.

They develop confidence and self-esteem as they exchange ideas and information about the adventures of a soft toy in their home and personal lives. They use photographic and a wide range of writing materials to record their activities in many ways including diaries, note books and letters which helps them to understand that print carries meaning. Older children recognise and attempt to write their own names and make marks with meaning in print. Children enjoy shared stories and looking at books. They understand how to use books for enjoyment and locate information, using picture and text prompts to identify what they see around them and the letters in their name and familiar words. Children use a range of everyday technology equipment during their pretend play such as telephones, cameras, television and digital video disc equipment. The computer is attractively presented and accessible to them so that they learn how to control the mouse, use a keyboard and operate simple computer programmes. Children understand what is expected of them, as a result they are able to share, take turns and take part in a group activity. There are good opportunities for children to learn about other cultures and beliefs during spontaneous play and planned activities, using role play resources and printed materials which reflect the community they come from and the wider world. All children receive good levels of support to ensure that the environment and curriculum promotes inclusion.

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

The provision is outstanding.

Excellent practice and procedures enable all children to join in, take responsibility and play a productive part in the setting. Children feel a sense of belonging as they are welcomed into a bright and stimulating environment. They are cared for by adults who work closely with parents to meet individual children's needs. Staff act as excellent role models, demonstrating care and consideration towards children at all levels. This successfully develops children's self-esteem. Children have access to an excellent range of resources including books, pictures, posters, art and craft materials, toys, puppets and role play equipment which help them to learn about the wider world. Activities and projects are well planned to introduce children to a wide range of cultures, beliefs and traditions and to help them respect people's differences and similarities. Excellent arrangements are in place for the care and support of children with learning difficulties and/or disabilities and for those who speak English as an additional language. Staff are highly committed to the support and development of specialist services which significantly enhance children's care, learning and play. For example, successful links between staff, parents and external agencies ensure that children use equipment which is tailored to their individual needs and receive essential care within an inclusive environment. Dual language resources and access to interpretation services ensure that all parents and children are fully informed and included in all aspects of the nursery provision.

Children learn about and understand responsible behaviour. All children receive consistent care, love and praise which helps them feel settled and secure. Babies and young children freely

explore their environment, receiving good levels of individual care and attention. Older children spontaneously welcome visitors into their 'lovely nursery'. Flexible routines help children to make independent choices and decisions about their play and learning. They are given time to negotiate and take turns using toys and equipment and talk about rules and expected behaviour during circle time activities. This helps children to work harmoniously with others. Activities and resources are used well to help children explore a range of thoughts, feelings and emotions which are special to them, developing their confidence and sense of self. Children are encouraged to share their understanding about right and wrong, for example in discussion arising from stories. Children's spiritual, moral, social and cultural development is fostered.

The setting achieves a successful partnership with parents. There is a two-way flow of information, knowledge and expertise supporting each child's individual needs, care, learning and developmental progress. Parents receive detailed information about their child's daily routines, activities and learning. There are many opportunities for them to be involved in the life of the setting through parent consultation events, social and fundraising activities. Staff value parents views and invite them to share their thoughts and ideas through regular written and verbal exchanges, reviewing procedures and practices to deliver improvements. Parents speak highly of the service provided and the care and support their children receive, knowing that their children are 'happy', 'safe', 'settled' and 'secure'. There is an effective complaints system in place in line with current guidelines and regulations.

Partnerships with parents and carers of children in receipt of early education is excellent. Staff take into account the needs of all parents, including those who speak English as an additional language, to help them understand the Foundation Stage and how they can help their child to make progress towards the early learning goals. Parents are informed of activities and projects which enable them to share their expertise and knowledge with the children for example, if they have particular skills and interests regarding their work, hobbies and cultural traditions. Additionally, they receive detailed information about the types of activities and outings that will support and enhance their child's learning. Parents are encouraged to share what they know about their children so that activities, projects and themes can be tailored to meet children's individual needs and interests. Detailed 'all about me' information is used effectively to establish a programme for care, teaching and learning. This ensures that children's individual progress is continuously reviewed, monitored and routines are adapted to enhance and support their learning experiences.

## **Organisation**

The organisation is good.

Effective recruitment and vetting procedures ensure children are well protected and cared for by staff with good knowledge and understanding of child development. There is an effective appraisal system which ensures staff remain suitable to work with children. Staff are well trained and are highly committed to further training to develop qualifications. They take part in community projects and pilot schemes to support and enhance their practical skills in working with very young children with learning difficulties and/or disabilities. Group sizes, staff deployment and the effective organisation of rooms and resources positively supports children's care, learning and play, although in some small rooms children's free movement is sometimes limited. Policies and procedures generally work well in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. As a result there are only minor areas for improvement regarding risk assessment and hygiene procedures and opportunities for older children to develop their independence at meal times.

The leadership and management of early education is very good. The manager's 'dynamic' vision of the quality of child care and nursery education steer the work of the setting. Self-evaluation methods are used successfully to highlight areas of improvement and future development. This creates an effective and improving setting where children are safe, feel good about themselves and make good progress towards the early learning goals. Consistent policies and procedures have a positive effect on children's well-being and learning. The professional development of staff is managed extremely well so that teaching and learning is improved. Staff feel valued and are very willing to share good practice and support colleagues in developing their expertise. As a result, all of the necessary improvements have been implemented from the last inspection and there remains only minor improvement to the evaluation systems within the nursery education programme.

Overall children's needs are met.

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

At the last care inspection the provider agreed to: include allegations procedures in the child protection statement and request written permission from parents for seeking emergency medical advice or treatment. As a result, the setting have a detailed safeguarding children policy in place which includes the allegations procedure. This ensures children are protected from harm and neglect. All of the necessary information and written parental consent is obtained so that children can receive appropriate medical care and attention if needed.

At the last education inspection the provider agreed to: include times and state which staff will be based at teacher-led activities in the daily activity plan. Since then, Foundation Stage staff have implemented a review of planning systems so that planning records clearly identify staffing and resources required to implement activities and learning intentions. This successfully supports children's learning and achievements.

### **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 copy 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):



- improve opportunities for children to develop their independence at meal times (also applies to nursery education)
- review hygiene procedures regarding the storage of children's dummies
- improve risk assessment procedures to identify and minimise all potential hazards, including the use of fine sand 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):

- develop further the system to evaluate children's learning.

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)