

Rosedale Private Nursery

Inspection report for early years provision

Unique Reference Number	EY346535
Inspection date	26 July 2007
Inspector	Jill Nugent
Setting Address	Rosedale Sports Club, Andrews Lane, Cheshunt, WALTHAM CROSS, Hertfordshire, EN7 6TB
Telephone number	01992 629342
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Registered person	Raffles Limited
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?

Rosedale Private Nursery originally opened in 2001 with a change of ownership in 2007. The nursery operates from a purpose built portocabin in Cheshunt. Children have use of four base rooms and share access to an extra activity room and an outdoor play area. The nursery is open each weekday from 08:00 until 18:00 for 51 weeks of the year.

A maximum of 51 children may attend the nursery at any one time. Currently there are 70 children on roll, of whom 17 receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 22 staff, the majority of whom hold relevant early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well because the nursery has good medical procedures in place. Children are protected from infection because children who have an infectious illness are excluded from the nursery. In the event of an accident children are well taken care of as staff are well qualified in first aid and make sure that they have good access to first aid equipment. Staff maintain their medical records appropriately, although the administration of medication is not recorded in a confidential manner. Consequently, parents can read information about other children.

Staff ensure that children are cared for in clean surroundings. They are attentive to matters of hygiene and make regular checks on the toilet area during the day. They have good procedures in place for nappy changing in order to minimise the risk of cross infection. Children are learning about personal hygiene. They are encouraged to wash their hands after going to the toilet and routinely before mealtimes. This contributes to keeping them healthy. Young children rest or sleep according to their individual routines and needs which helps to prevent them from becoming overtired.

Children learn about healthy eating through the provision of a nutritious and healthy diet. This has recently been improved through the appointment of a new cook. She has devised a menu which includes plenty of fruit and vegetables, and home cooked meals. Children are learning about the different fruits and vegetables in discussion with her. They have their dietary needs met well as all staff are aware of any food allergies or special diets. Drinking water is made available to children at all times so that they do not become dehydrated. Overall children are well nourished.

Children enjoy good opportunities for physical activity outdoors. Weather permitting, they use the garden area at various times during the day and have fun exploring a variety of resources. These include cars, bikes, balls, slides and music makers. They learn to negotiate space as they move freely around the pathways. Children particularly enjoy special music and movement sessions and also have opportunities for dance and football sessions. These activities help them to develop body awareness, control and co-ordination, keeping them fit and healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment. The rooms are newly decorated, bright and comfortable. The temperature is maintained at a suitable level as there are portable air conditioners available to prevent overheating. There are sufficient toilets, easily accessible to children, and each room is well equipped with nappy changing units. Children are able to access a range of resources which are stored in attractive low level containers. Some toys and games are set out at the beginning of the day and rotated to provide variety. Staff keep a check on the quality of resources and equipment to ensure that children can play safely.

Children's safety is promoted adequately as a daily safety check is carried out by staff and includes all indoor rooms and outdoor areas. Staff have recently incorporated a new system of risk assessing the premises and this is useful in highlighting additional potential risks. Staff prioritise children's safety and recent improvements to the premises include new flooring, raised

door handles and more robust furniture. However, there is a potential security risk to children playing in the outdoor area at the front of the building. The gates are not secure and there is no system in place for monitoring visitors to the premises before they reach the main door.

There are good fire precautions in place and staff organise regular fire drills. They practise evacuating the building from various exits and at different times of day to ensure the plan works efficiently. Children keep safe when going for walks on the nearby field as there are appropriate procedures in place. Children have an increasing awareness of personal safety. Younger children are reminded about safe play and older ones learn how to keep safe when talking with special visitors, such as a police man and a lollipop lady.

Staff have a good understanding of child protection issues. The nursery manager has attended training and has put in place a logging system for staff in case they wish to record any concerns. Information about seeking advice is readily available. Children are only allowed to leave the premises with a known adult. Therefore, children are well protected in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and happy at nursery. They enjoy the involvement of staff in their play and this enhances their enjoyment and promotes learning. For example, children learn how to fit puzzles together and build models using construction equipment. Babies enjoy discovering how toys work as they sit on the floor playing with adults. They are gaining confidence through being encouraged to have a go at painting and printing activities. Older children enjoy opportunities to explore materials and be creative, for example, printing patterns with their feet and using their hands to find small bricks in jelly. Children learn to communicate as staff talk with them and encourage conversation. Children enjoy much praise which boosts their self-esteem.

All children take part in a range of activities which help them to develop new skills. They respond positively to staff's ideas and benefit particularly from opportunities to express themselves creatively, for example, using sand and paper shapes to make collages. Staff make good use of the 'Birth to three matters' framework when planning activities for young children. Weekly activities are planned in each outcome using a monthly theme. The planning is less rigid for the baby room. In this way, staff ensure that children develop appropriate skills in each outcome and their differing needs are met. Children are observed regularly so that staff can assess their progress within the outcomes. Staff have recently introduced a system for evaluating activities in order to guide their future planning.

Nursery Education.

The quality of teaching and learning is good. Staff plan the educational programme around themes connected to long term goals which are in turn linked to the stepping stones of learning. A variety of interesting activities are planned for each learning area although these do not link closely to learning objectives. This limits staff's ability to focus learning effectively. Some activities depend too much on children completing worksheets without enough practical exploration. When allowed to work with objects, such as pattern-making equipment, staff are better able to extend children's skills. Staff are aware of the learning possibilities of organised activities and encourage children to develop skills while giving them freedom to explore creatively. This helps to generate interest in the activity, and conversation, which staff use effectively to challenge children in their thinking. They make detailed observations on children's

progress and use these to complete checklists, although the assessment sheets do not provide the opportunity to record children's progress beyond a certain level. Therefore, assessment records cannot be used effectively alongside their evaluations of each activity to guide future planning for all children.

Children show much interest in free play activities, for example, playing imaginatively with a farm set. They concentrate well on given tasks and become engrossed in activities where they have plenty of choice, for example, a mark-making table where they can colour, draw and stick. Children learn about the sounds and shapes of letters of the alphabet through the use of a phonics scheme. They are developing good early writing skills and enjoy creating their names using letter stamps. They are becoming aware of writing for a purpose when copying labels to describe their drawings. Children enjoy listening to stories but the reading corner is not sufficiently stimulating to encourage them to choose and enjoy books themselves.

Children are developing good mathematical skills. They learn to use numbers, to count objects and compare size and shape. They are becoming aware of simple calculation when sorting coloured bears and joining in number rhymes. They learn about the environment and discover how things work, for example, they talk about the water cycle and grow plants from seed. They take part in cooking activities which help to increase their awareness of how things change. Children have opportunities to explore different materials, such as spaghetti, paint and gloop. They are able to use their imagination creatively when decorating 'lizards' and making pictures using rectangular shapes. Children express their own ideas imaginatively when drawing, cutting and colouring pictures of animals for a display. This helps them also to develop good manipulative skills. Overall children are progressing well in all areas of learning.

Helping children make a positive contribution

The provision is satisfactory.

Children feel valued and included in the setting. They all have the opportunity to take part in organised activities. They show a sense of belonging and develop close relationships with each other and staff. They join together for an early group time when they find out what's happening during the day. They enjoy sitting together at snack and mealtimes, chatting with others. A happy atmosphere prevails. Children enjoy the facility to make choices within a supportive setting. On occasions, however, the needs of children are not met effectively which leads to a lack of support. For example, staff often leave rooms to assist children in the bathroom or to fetch things, children have to wait unnecessarily for turns at activities, and those in the pre-school have difficulty in using the computer comfortably. This leads to children at times feeling excluded.

Children learn about a wider society through using resources that reflect diversity and taking part in activities planned around cultural and religious festivals. They enjoy trying foods from different cultures. Children with learning difficulties and/or disabilities receive good support because staff make good use of an observation system to assess their needs and liaise with other professionals. Children's behaviour is good. They play harmoniously and there are few disputes. They are aware of their boundaries and are given time to talk about issues on their own with a member of staff if necessary. Therefore, children develop a responsible attitude.

Children's spiritual, moral, social and cultural development is fostered.

The nursery works closely with parents and carers. Staff provide written guidance on settling children in to nursery in their prospectus alongside information about policies and procedures.

Parents provide information about their children on registration forms to assist staff in providing the appropriate care. Staff exchange information with parents daily, either through conversation or written diary sheets. Parents of two-year-olds enjoy getting involved with their children's learning when asked to take home a 'cow' and keep a diary to be shared afterwards. Children benefit from this close working partnership.

The partnership with parents and carers of nursery funded children is satisfactory. The prospectus includes good detail about the Foundation Stage of learning and early learning goals. Parents are informed about current themes in newsletters and the written planning is on display so that they can read about the activities planned for their children. They receive reports on their children's progress but do not have worthwhile opportunities to talk with staff about their children's progress. This limits their ability to exchange useful information which may help children to progress further in their learning.

Organisation

The organisation is good.

The nursery's policies and procedures work well in practice to promote the outcomes for children. All the necessary policies are in place and paperwork is kept neatly in files so that it is easily accessible. Information about children is kept securely in the office. The attendance registers are well maintained and various written permissions are requested from parents regarding children's health and safety. An action plan devised by the new owner is very thorough and shows how she intends to improve the environment, for example, redesigning the outdoor play area. The documentation provides a good framework for children's care and education. Overall children's needs are met.

There are sound employment and induction procedures in place for new staff. A system of regular self-evaluation and appraisal has been introduced and staff are encouraged to attend training courses in order to continually improve their practice. Staff meet regularly as a team and contribute to the monitoring of the provision. Their opinions are taken into account when drawing up future plans and this helps to raise staff morale which benefits children. Staff ensure that good ratios are maintained and follow daily routines which allow children time for play, relaxation and meals. They spend their time with children, joining in and ensuring they are happy. However, when room leaders are not present, staff do not always ensure that planned activities go ahead and in these situations children lack a variety of stimulating activities.

The leadership and management of the nursery education is good. The owner and manager are aware of the strengths and weaknesses of the programme. They are seeking advice from a qualified practitioner in order to improve the planning and implementation of the programme. They are both actively involved in the pre-school room, ensuring that staff have a good knowledge and understanding of the Foundation Stage and interact with children effectively to promote learning. They readily take on board suggestions for improving the learning environment and this contributes to children making good progress in their learning. Children benefit from their commitment to the nursery and its ongoing development.

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.

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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 children's medical records are confidential
- ensure that children are secure on the premises, this refers to the outdoor play area and front gate
- ensure that children's individual needs are met effectively within the setting
- ensure that staff make good use of the written planning to provide a stimulating programme of activities.

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):

- review the systems for planning and assessment in order to focus children's learning more effectively in practical activities
- develop the partnership with parents and carers to include opportunities to exchange information about children's progress
- develop the reading corner so that children are encouraged to choose and enjoy books.

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