

# Robins Nest Day Nursery

Inspection report for early years provision

---

<b>Unique Reference Number</b>	113675
<b>Inspection date</b>	05 December 2007
<b>Inspector</b>	Felicity Gaff
<b>Setting Address</b>	Perrymount Road, Haywards Heath, West Sussex, RH16 3BJ
<b>Telephone number</b>	01444 416871
<b>E-mail</b>	
<b>Registered person</b>	Jeanette Hyde
<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?

Robins Nest Day Nursery is one of two settings run by a partnership. It opened in 2001 and operates from a self-contained building in Haywards Heath, West Sussex. There is an enclosed garden for outdoor play. Children are drawn from the surrounding urban and rural areas. The day nursery provides care for children aged from two to under eight years from 07.30 to 18.00 on Mondays to Fridays throughout the year. There are 45 children on roll, of whom 24 receive funding for nursery education. The setting currently supports a number of children who speak English as an additional language. There are 12 permanent staff, some of whom work part-time. Of these, one is a qualified teacher, 10 others hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children have suitable opportunities for vigorous play outside every day. They participate in regular 'Stretch and Grow' sessions to develop their physical skills. Children are well protected from illness and infection because they are cared for in clean and well-arranged premises. Staff explain the reasons for everyday personal hygiene routines which help children begin to learn how to keep themselves healthy. Children receive nourishing snacks and meals, and staff have good systems for ensuring dietary needs are known and met. There are weaknesses in the management of minor illness and accidents and the documentation required to support children's health. Staff do not follow the written procedures for administering non-prescription medication. This means that children may receive medication other than in accordance with their parents' wishes. Accident records are vague and sometimes contain insufficient detail to inform parents of any injuries their children sustain and how they were managed.

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

The provision is good.

Children are cared for in brightly decorated premises, which are well arranged to provide an attractive and stimulating environment. The accessible toilet and washing facilities mean that children learn to manage their own personal hygiene safely. Children confidently move from room to room, which are laid out to provide well defined areas for different activities. They select their own play resources from low, clearly labelled storage units. The secure outside area is available throughout the day and is well equipped to provide a wide range of learning opportunities. Children learn how to keep themselves safe. Staff teach them how to handle tools such as scissors properly and how to move furniture such as their own chairs. They follow good routines to protect children from hazards such as knives. The use of floor toys is well organised to prevent tripping hazards. Staff understand their responsibilities for safeguarding children and have all attended training in child protection. The procedures for handling allegations have been updated to conform to those of the Local Safeguarding Children Board, which enhances the provider's ability to protect children from unsuitable adults.

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

The provision is good.

Children feel secure at the setting as there are very good systems to help them settle. Children moving from the baby unit are initially accompanied by their previous key worker. This helps them gradually become familiar with the rhythms and routines of the new setting. Staff also invite parents to visit, enabling them to support their children in the move. Keyworkers provide the majority of personal care for the children in their groups, and plan activities to suit their developmental needs. As a result, children receive consistent care from a trusted adult with whom they can form a close relationship. The organisation of the nursery promotes children's independence. There are a wide range of activities that support different areas of development, and children move freely between them. The personal attention they receive and the opportunities they have to select their own activities means they become engrossed in what they do. Children concentrate on activities for considerable periods of time. They persevere at acquiring independence and the acquisition of physical skills because staff encourage them skilfully. For example, a staff member encouraged a three-year-old child to use a knife and

fork by suggesting, 'Shall we do it together?' Later, the staff member acknowledged the child's successful efforts and praised them.

## NURSERY EDUCATION

The quality of teaching and learning is good. Staff are well deployed to engage in focused play activities with the children. Children's positive attitudes enhance their learning. They reflect the courtesy and consideration shown towards them by the staff in their behaviour towards each other. Children express themselves confidently to adults and to other children. They delight in sharing books with adults in small, informal groups. Older children recognise their own names and experiment with writing letters. Children have many opportunities to explore shape, size and pattern during planned activities and by playing with mathematical apparatus such as colour pegs or by doing puzzles. Staff take advantage of some incidental opportunities to count and compare numbers informally. However, they do not plan how everyday activities such as sand and water, construction toys or cars can be used to consolidate individual children's understanding and take them forward in their learning.

There are good planned opportunities for children to develop their knowledge and understanding of the world. For instance, they talk about the changing seasons, grow plants, gather fallen leaves and play outside in all weathers. This gives them good opportunities to run, balance climb and ride in order to develop their physical skills. Children confidently operate technology such as tape recorders and use simple computer games. The provision of high quality resources supports children's learning. For instance, the flooring of one area is printed with a roadway, which children use to develop their understanding of maps and direction. Children experiment with a wide range of creative materials. They take great pleasure in group music activities, showing good awareness of sound and rhythm and singing tunefully.

Children make good progress overall in their learning because all staff receive training in the Foundation Stage. Staff assess what children in their key groups do and understand and use their observations to plan activities to meet the needs of the children in their groups. However, they do not plan how informal child-led play activities will be used to carry individual children forward in their learning. This limits how effectively staff use these to challenge and develop children's thinking and enhance their understanding.

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

The provision is good.

Children celebrate festivals from a wide range of cultural traditions, and staff provide many positive images of ethnic diversity and of disability. They make good use of incidental opportunities to discuss similarities and differences between people. The free-flow organisation of the day allows children to follow their individual needs and preferences. This helps them learn to understand their own needs and respect those of other people. As a result, behaviour is very good. Staff help them understand how they should behave by creating simple positive rules such as 'We talk quietly to people' and 'We help each other to tidy up'. Staff treat children with courtesy and respect and children reflect this in their dealings with each other, with staff, and with visitors to the setting. Spiritual, moral, social and cultural development is fostered. The good use of keyworkers to provide individual care supports children learning English as an additional language well, as it allows them time to 'tune in' to one voice and accent. There are good systems for identifying the needs of children with learning difficulties and/or disabilities.

Partnership with parents of funded children is outstanding. There are excellent systems for exchanging information with parents. Staff ensure parents are fully informed about the organisation of the day and how children spend their time. They display clear information about the Foundation Stage and share records with parents of the progress their children make. Parents and staff work together to develop play plans to enhance children's learning at home and the nursery. Children are proud to take home folders of their work at regular intervals. Staff seek the views of parents through questionnaires as well as ensuring unhurried times for them to exchange information on arrival and departure. This means that parents are fully informed about developments at the nursery such as the introduction of the free-flow system. Their views are actively sought and acted upon. As a result, parents are delighted with the care and education their children receive and the progress they make. For instance, they describe children being inspired to continue at home the interests they develop at nursery.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The provider follows rigorous procedures for vetting staff to ensure they are suitable to care for children. Staff are well qualified and work together effectively as a team, and there are good systems for appraising and supporting staff professional development. Staff ratios are consistently high, which ensures children benefit from individual attention throughout the day. All the required documentation to support children's welfare is in place and is generally satisfactory. Leadership and management of the nursery education is good. The provider encourages staff to undertake training and there are suitable systems in place to monitor what children do and achieve. The good use of keyworkers means that children's progress is monitored by staff who know them well. The organisation of time and resources encourages children to concentrate on self-chosen, purposeful play activities.

## **Improvements since the last inspection**

At the last care inspection the provider agreed to improve personal care arrangements, and to improve accident and incident records and the complaints procedure. The arrangements for providing personal care now ensure children's privacy is respected. Accident and incident records are now filed separately and confidentiality has been improved. The written complaints procedure now provides parents with sufficient information to make a complaint to the regulator as it includes the address and telephone number for Ofsted.

At the last inspection of funded nursery education the provider agreed to continue developing staff knowledge and understanding of the Foundation Stage and systems for planning and assessment. The provider also agreed to develop the provision for mathematics. There are now suitable arrangements for ensuring staff attend training in planning and assessments. Children make good progress because staff plan suitable activities for their keyworker groups and monitor children's achievements. Staff use everyday opportunities to count and compare effectively to help develop children's understanding and awareness of mathematics.

## **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.

## 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 the implementation of the procedures for authorising and recording the administration of medication and ensure accident records are completed clearly

#### **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 planning and assessment systems to identify how everyday free-flow provision will be used to enhance individual 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)