

# Redroofs Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	136067
<b>Inspection date</b>	06 December 2007
<b>Inspector</b>	Beverley Blackburn
<b>Setting Address</b>	24 Poplar Road, North Common, Warmley, Bristol, South Gloucestershire, BS30 5JU
<b>Telephone number</b>	0117 9492700
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<b>Registered person</b>	Lesley Bates and Roger Bates
<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?

Redroofs Day Nursery opened in 1979. It is one of two jointly owned Private Day Nurseries, situated in the Warmley area of South Gloucestershire. The second nursery is located in the St George area of Bristol. It operates from a purpose built building to the proprietors home. The Day Nursery serves the local and surrounding area.

All nursery accommodation is at ground floor level. Children are separated according to age or ability; babies under two years, toddlers from two - three years and pre-school children. Children have access to a number of pets; three cockatiels, African snail, two chickens and goldfish. There is a heated swimming pool.

There are currently 86 children from three months to five years on roll. This includes 36 funded three year olds. Children attend for a variety of sessions. The nursery supports children who have Learning difficulties and or physical disabilities and who speak English as an additional language.

The nursery opens five days a week all year round, excluding bank holidays and the Christmas period. It operates between the hours of 08.00 to 18.30.

There are ten staff employed, of which eight staff work directly with the children. All the staff have early years qualifications, one member of staff is currently working towards an Early Years qualification. A member of staff is the accredited teacher. The nursery employs its own Foundation Stage Teacher and also receives support from South Gloucestershire's inclusion Support Workers. The setting receives support from the Early Years Development Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children use an environment that is clean and welcoming. Children benefit from well-established daily routines and clear explanations increase their understanding of the importance of good hygiene practices, for example, children are encouraged by staff to wash hands before meals; after visiting the toilet and after messy play. The older children enjoy independently washing their hands after messy play and before eating.

Children are made aware that good practices help to prevent the spread of germs and protect them from infections. Staff promote good practice by ensuring they wear aprons and gloves when changing nappies. All documentation is maintained to a high standard. All staff hold a current first aid certificate. Clear written sickness policy help parents understand that ill children in the group would encourage cross-infection. The setting encourages good communication with the parent, which helps to promote consistency of care.

Children experience a good range of interesting physical activities as part of a well planned routine which contributes to healthy lifestyle; this includes regular use of the outside play areas. Children develop self-esteem as they confidently use a wide range of indoor and outdoor activities. Each day there are opportunities and activities that help children to develop good control of their bodies, such as the climbing frames, bikes and scooters. They are also able to enjoy music and movement sessions. Young children join in activities enthusiastically because the staff make good use of the Birth to three matters framework, activities are very well linked to the activity plan and are incorporated into the children's play. Small muscle skills develop well as children use tools such as brushes, pens and crayons within their play activities.

All children benefit from a healthy diet. They are provided with a balance and nutritious meals prepared from organically grown foods; younger children's milks are prepared at the nursery to prevent cross-contamination. Children enjoy healthy snacks and develop independence and confidence as they pour their own drinks at snack time. Drinking water is accessible throughout the day. Lunchtime is a social occasion, enjoyed by children and staff, children benefit from the staff support at lunch time, for example help with cutting up their foods or support with the use of their utensils.

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

The provision is good.

Children are cared for in a secure and safe environment where staff ensures all risks are minimised which helps children to move around freely, for example regular risk assessments are carried out each day of the indoor and outdoor areas. Staff create bright and interesting surroundings for the children by displaying the children's own art work such as paintings, craft activities, and photographs of different activities and outings. The babies have a safe and secure room,

bright and airy, where they can crawl and sit and play happily with support from the staff. They have access to stimulating equipment such as mirrors, home corner, musical toys and push-along -toys, for the older children, small tables and chairs for eating and doing activities. There is suitable room for babies to sleep with an appropriate listening device; they are regularly checked, every ten minutes. All children are well supervised at all times.

The setting is well equipped. Children enjoy an extensive range of attractive, good quality, safe, age appropriate toys and resources which conform to safety standards. The children are able to access a very good range of outdoor equipment, however, some of the equipment is soiled and requires attention. The setting gives high priority to the safety of the children. The outdoor play areas are fully enclosed to ensure the children remain safe. There is very secure entry system to prevent unwanted access to the premises.

The children's welfare and safety increase through the staff's good knowledge of child protection issues and the procedures to follow if concerned about a child or suspected child abuse. The manager is experienced in working with other agencies and professionals in safeguarding the children's welfare.

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

The provision is outstanding.

Children thrive in the happy, lively and supportive environment. They arrive confidently into the setting and quickly settle into the routine of the nursery, choosing what they want to play with. Children learn through a wide range of well planned activities. They are actively engaged in a range of stimulating activities and show enthusiasm about trying new things. Children are given opportunities to explore and investigate, for example sand and water, filling and emptying containers, experiencing the texture of the dough and wood. Children enjoy playing together harmoniously as they take turns playing with the different activities. They make independent choices in regards to the activities and resources they wish to explore and show interest and enjoyment in their play.

Children have a good relationship with the staff members and they interact well. The staff have a good knowledge of child development which enables the children to develop their personal, social and emotional development.

Younger children thrive on an excellent range of stimulating toys and resources, they are provided with superb opportunities to explore textures, for example, the water and ice activity, where the younger children are able to experience the feel of the water and ice, and are given the opportunity to develop new words such as wet and cold. Their development is significantly enhanced by the staff incorporating the Birth to three framework into their daily practice which is successfully linked to the activity plan. Children are animated and enthusiastic about their play.

### **Nursery Education**

The quality of teaching and learning is good. The children are making good progress in relation to the stepping stones towards the learning goals in the six areas of learning. They are supported by experienced staff with confidence and a good knowledge of the early years curriculum. They have a very clear understanding of what the children are intended to learn from the activities. This is demonstrated in the well detailed activity plan and the learning intention for each child based on the stepping stones. The staff meet regularly to plan a stimulating range of activities

to support the children's learning towards the early learning goals. Planning is comprehensive and covers all areas of learning. Staff work well together as a team. The curriculum is closely monitored through thorough evaluation and assessment of the children's progress.

Staff know the children well and have a good relationship with them. They are deployed so that they can effectively support the children's learning. The staff are able to identify learning intentions by skilful and appropriate questioning in order to make children think and extend their knowledge. Staff carry out concise written observations of the children which is used to complete assessments.

Children show good interest in the activities provided. Most children are able to focus and concentrate for a good period of time on activities of their choosing. Children show confidence in selecting and carrying out activities for example, playing with the cars, painting or reading in the book corner with a staff.

Children make constructive and harmonious relationships with their peers; they play co-operatively together taking turns and sharing. They are able to use their initiative and make sensible decisions.

Most children are able to listen to stories, with enjoyment, especially in small groups, however, there are occasions when some children lack concentration and find it difficult to listen. Children are beginning to link sounds to letters; naming and sounding letters. They make marks, and introduce writing in their own play, they attempt writing for a variety of purpose, for example, children spontaneously write their own Christmas list. Children are helped to recognise their names, through simple game such as finding who is holding up their name. Children are encouraged to listen to one another, for example, during conversation at snack or lunch time. Children are confident in initiating conversation with each other and the staff and other adults.

Children are encouraged to count through number songs, stories and numbers displayed around the rooms. The more able children are able to count more reliably and recognise nought to nine, the very able children at times spontaneously and confidently count up to much higher numbers; this is encouraged through daily routine and activities, for example, count how many children are at the snack table and how many cups are needed; some children are able to indicate further understanding by showing four fingers. Children do simple calculation and problem solve through number rhymes action songs, for example, 'Five speckled frogs'. Shape and patterns are introduced into the children's learning through activities such as cutting out shapes, making shapes with play dough and patterns during painting activities.

Children talk about past and remember significant events personal to them. They are able to show interest in the world they live in when talking about the weather and seasons. Children are able to find out living things such as the life cycle of a butterfly. They explore construction materials and join them together such as train tracks or making their own binoculars. Children can confidently operate simple programmes on the computer and manoeuvre the mouse with skill.

Children show awareness of themselves and others when moving indoors and outdoors. They enjoy outdoor play are able to confidently ride a bike; use large and small equipment and negotiate the space around others well. Children use a variety of texture and show interest in what they see and feel. They are able to use their imagination and express themselves as they enjoy their play in the home corner.

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

The provision is good.

Children enjoy their play and learning experience in a relaxed and caring environment, where they are valued as individuals and confident to initiate their own play and learning. The children develop a positive attitude to others and gain a good understanding about the wider world and community through access to a good range of play resources, which show positive images of cultural diversity. Children with learning difficulties are very well supported, the staff work closely with the parents and other professionals to ensure the children's individual needs are met.

Children are given praise and encouragement and are beginning to settle as a group, although a little lively at times. The staff appropriately use good behaviour management strategies to help manage unacceptable behaviour. Children are encouraged to behave through positive encouragement and clear and consistent boundaries.

Children's spiritual, moral, social and cultural development is fostered. Children have good opportunities to learn and show appreciation and respect for other religions and cultures through the celebration of different festivals such as Easter, Chinese New Year and Christmas. Children are encouraged to be caring and kind to each other. and to use please and thank you when appropriate.

The partnership with parents and carers is good. Parents are welcomed into the group and feel confident about approaching staff and sharing any news or concerns. Parents are given good information about the setting. This includes information on the Foundation Stage; Birth to three matters framework, which is very well supported through well planned activities. Parents are encouraged to be involved in their children's learning and know they can access their child's progress records at any time in addition to more arranged time with their child's key worker. They are very happy with the care their children are receiving and show their appreciation through Thank you cards.

## **Organisation**

The organisation is good.

The children are cared for by well qualified and experienced staff who have a good knowledge and understanding of child development. They use this information well to create a happy, relaxed and comfortable environment where children's progress, their development and well-being is encouraged. The staff to child ratio ensures that young children and babies receive good quality care with sufficient time and attention.

Children's play areas are organised effectively to provide appropriate environments for each age group. Children's health, safety and welfare is promoted through the implementation of well documented procedures and policies. All regulatory documentation is in place and used effectively to enhance the staff good practice.

The nursery meets the needs of the children for whom it provides

Leadership and management is good. Staff work efficiently together as a team to offer children a wide range of interesting exciting experience that promotes their progress and development. There is a strong commitment to improvement and all staff are supported well in developing and sustaining good practice. The manager closely monitors the curriculum through evaluation

and regular assessment of the children's progress. Staff are encouraged to develop and increase their knowledge and skills through internal and external training. New staff are appropriately inducted into the setting and made aware of all policies and procedures. Staff training and progression is well monitored using an annual appraisal. There is a good combining of care and learning situations to enhance children's development. The staff work hard to make sure that all children are included and that every child matters.

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

At the last care inspection, the nursery was asked to ensure that the hen does not pose a hazard to the children. The hen house is now fixed with Perspex across the front, this prevents the children having any access to the hens, this ensures their safety is maintained.

### **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 the 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 records 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):

- ensure the outdoor play equipments are maintained in good clean condition
- develop appropriate strategies to manage the noise level and children's behaviour during the 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):

- provide more activities and opportunities for children to develop their concentration and listening skills

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)