

Ridgeway Day Nursery

Inspection report for early years provision

Unique Reference Number	EY286524
Inspection date	02 October 2007
Inspector	Rosemary Davies
Setting Address	Inverary Road, Wroughton, Swindon, Wiltshire, SN4 9DL
Telephone number	01793 845572
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Registered person	Asquith Court Nurseries 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 outstanding.

WHAT SORT OF SETTING IS IT?

Ridgeway Day Nursery opened as a pre-school in 1993, and was re-registered as an Asquith Nursery in 2004. It operates from its own buildings, within the school grounds, at Ridgeway Junior School, Wroughton, near Swindon, Wiltshire. All children have access to secure outdoor play areas. The setting is one of a chain of nurseries owned by Asquith Court Nurseries Ltd. The nursery serves the surrounding urban and rural areas.

There are currently 89 children aged from three months to under five years on roll. This includes 30 children in receipt of government funding for nursery education. Children attend for a variety of sessions. The setting supports children who have learning difficulties and disabilities, and those for whom English is an additional language. The nursery is open Mondays to Fridays from 08.00 to 18.00. It opens all year round with the exception of public holidays and a week between Christmas and New Year.

The nursery employs 25 staff of whom 11 have appropriate early years qualifications at Level 3 or above. The nursery manager holds a BA in Early Childhood Studies. Regular support is received from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about healthy living well, when in this nursery. All go outside for fresh air and exercise most days, often for long periods. They enjoy a wide range of physical activities that match their individual levels of development very well. Staff support babies and children as they start to move around, pull themselves up and start to walk. They help older children develop their physical skills further, such as in climbing, balancing, jumping, throwing and catching. Their enthusiastic approach encourages children to do their best.

All children eat healthy snacks and nutritious main meals. They eat considerable quantities of fresh fruit, trying new flavours with encouragement from staff. Meals are freshly cooked in the nearby school kitchen, using fresh ingredients whenever possible. Children's preferences are taken into account. Great care is taken to cater appropriately for any children who have food allergies. Kitchen hygiene is good, with foods stored and prepared appropriately.

Nursery staff follow stipulated hygiene and cleaning procedures well for the most part, to prevent the spread of cross-infection. They use good nappy changing techniques, clean tables thoroughly before meals and sweep up any food debris immediately afterwards. They do not always ensure soft furnishings, such as cushions, are cleaned sufficiently often. The design of some rooms results in children bringing in mud on outdoor footwear directly onto carpeted areas. Both these pose a potential hazard to children's health. Children progress well in learning how to keep themselves healthy, with older children knowing they wash their hands before eating and food preparation. Children receive appropriate attention if they become unwell or sustain an accident whilst in the nursery's care.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff do their utmost to provide welcoming environments for the children. Bright displays of children's work, colourful pictures and posters contribute well to this. Children use extremely well organised rooms. They move around freely, deciding what they want to do. Babies use high quality toys, presented attractively in a variety of baskets. Outdoor play is a feature of the nursery. All available space, indoors and out, is used effectively. Some nursery rooms have been refurbished, although others remain in a poor state of decoration, so some parts are less inviting to children. Storage facilities are limited. Some indoor resources are kept outside in a shed, so children do not see them and therefore cannot choose to play with them, which limits their choice.

Children's safety is maintained because staff follow stipulated procedures extremely well. Visitors do not enter either building unless staff admit them. Risk assessments are thorough, both for indoors, outside and outings in the neighbourhood. Accidents to children are properly recorded and thoroughly monitored. Staff supervise children closely throughout the day. They complete registers accurately and additional cover for staff absences is managed efficiently, so that adult to child ratios are maintained throughout the nursery at all times. Excellent systems keep children safe in emergencies, with 'evacuation packs' kept by each fire exit. Similarly, excellent systems are in place to safeguard children, which include cross-referencing of individual's records. Staff regularly update their training for child protection and have a thorough understanding of their roles and responsibilities.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children of all ages have tremendous fun learning through play in this nursery. They make rapid progress in all areas of their learning and development. This is due to the provision of stimulating environments and skilled support from staff. Staff make effective use of guidance documents to plan interesting experiences. These match children's interests extremely well, so they are keen to join in.

Relationships throughout the nursery are trusting, relaxed and friendly. Children approach staff readily, knowing they will receive help if needed or give a comforting cuddle when required. Children's welfare needs are met because staff plan appropriate but flexible routines. Therefore, children make their own decisions about when to eat snack and take a drink. Older ones decide when they want to go outside, too. Children develop excellent self-help skills as they move through the nursery. Toddlers know where to find their water bottles; younger children have a go at changing their footwear, whilst the older ones change their own clothes after becoming wet through water play. Excellent use is made of the outdoor areas to support children's learning and development.

Nursery Education

The quality of teaching and learning is outstanding. Children make excellent progress towards the early learning goals of the Foundation Stage in all six areas of learning. Progress in their personal, social and emotional development is particularly noteworthy. Children are extremely well motivated independent learners, who move around the nursery confidently, readily contributing to discussions and playing happily alongside each other. Their enjoyment and progress results from excellent implementation of the Foundation Stage and its underpinning principles. All staff observe children's play closely, frequently and effectively. They analyse what children do to understand their interests and achievements, then use this knowledge to plan the next steps in their learning. Consequently, children's learning is progressive and extremely well matched to their individual interests.

The playroom is a hive of activity as children move around it freely, making their own decisions about what to do and for how long. Group times are flexible and most children participate readily, eagerly waiting to hear what is to be discussed. Staff keep children's attention well at such times and question children skilfully to prompt them to think. Children listen extremely well because they are interested, eagerly trying to guess what toy vehicle will appear next from 'Postman Pat's bag', for example. Children who are not yet ready to join a large group, receive appropriate individual attention. Consequently, children with additional needs make suitable progress too.

Staff use a system of continuous play, in which children take the lead. Children concentrate extremely well, owing to their interest and enjoyment. They build tracks for cars and discover ways of making vehicles travel faster; they create model buses, paint pictures of vehicles and mould ones from clay, showing their excellent progress in representing what they see through using a wide range of media and materials. They begin to understand marks carry meaning, eagerly 'signing' their names on their work and beginning to name some letters accurately. Children use their imaginations frequently, both indoors and outside, pretending to be 'decorators' and painting fences. They develop a love of books through hearing stories read clearly, which encourages them to browse through books for themselves. They begin to use early mathematical language accurately in their play, counting spontaneously and recognising

numerals to put number trikes away in the right 'garage'. Their play is purposeful and meaningful to them and is supported extremely well by staff, who know just when to intercede with an appropriate question to push children's learning forward.

Helping children make a positive contribution

The provision is outstanding.

All children receive a very warm welcome and are fully included in nursery activities. Staff work extremely closely with parents to discover children's particular needs and do all they can to accommodate these. The nursery's Special Educational Needs Coordinator undertakes regular training in order to understand and implement the Code of Practice for Special Educational Needs effectively. Children receive equal treatment from staff, throughout the nursery. An effective 'key carer' system helps children settle in and supports their transition to new rooms as they move through the nursery.

Children's behaviour is excellent. This results from consistent implementation of the Behaviour Policy by staff, from children knowing precisely what is expected of them and their engagement in self-chosen, enjoyable play. The oldest children share and take turns extremely well for their ages, being noticeably kind to one another. Their spiritual, moral, social and cultural development is fostered. The partnership with parents and carers is outstanding. It contributes to children's progress significantly when in the Foundation Stage of their learning. Parents receive an excellent range of information about the nursery and all it offers their children. They are fully encouraged to be involved in their children's early education. They receive daily written slips detailing their children's particular interests, in order to discuss these further at home.

Organisation

The organisation is good.

Children are cared for by suitable staff because robust appointment procedures are implemented effectively. The senior management team provides clear leadership to the nursery's staff. Strong emphasis is placed on an effective appraisal system, which identifies staff training needs. Senior staff are extremely pro-active in making sure staff understand their roles and responsibilities, using a variety of methods to help less qualified staff learn about the National Standards. All this benefits the children, as they are cared for by staff who understand how to keep them safe and healthy. Monitoring procedures are highly effective overall, although there has been a minor breakdown in the system for monitoring the cleanliness of soft furnishings. The nursery's buildings are not designed to accommodate ready access to outdoor play and are poorly maintained, which results in a potential health hazard to children. Nevertheless, highly effective policies and procedures are in place, which support the smooth and efficient daily running of the nursery, to the benefit of the children.

The senior management team has implemented an effective evaluation process. A development plan has evolved from this to improve further the provision for children. All legally required documentation is in place. Detailed 'Parents' packs' provide an excellent initial exchange of information about the children and their families. The nursery meets the needs of the range of children for whom it provides.

The leadership and management of nursery education is outstanding. Senior staff are well-qualified and have a comprehensive understanding of the Foundation Stage and how young children learn. They provide excellent leadership to the established staff team, ensuring all know their roles and responsibilities. Consequently, children use extremely well organised

rooms and engage in stimulating experiences based on their interests. The senior team acts on advice from outside professionals, continually re-appraising their practice and shows a very real commitment to trying new methods to further enhance the provision. Effective links with local schools help children make the transition to formal education.

Improvements since the last inspection

At the last inspection of care, two recommendations for improvement were made relating to the organisation of daily routines and organisation of space. Both issues have been addressed successfully with the result that the care provided to the children has improved.

At the last inspection of the education provision, two recommendations were made relating to behaviour management, the organisation of group activities and assessment. These have been addressed successfully with the result that the educational outcomes for children have improved, particularly their progress towards the early learning goals.

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):

- ensure that soft furnishings and buildings are all maintained to a high standard, in order to keep the risk of infection to children at a minimum.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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