

Redroofs

Inspection report for early years provision

Unique Reference Number	EY276701
Inspection date	20 November 2007
Inspector	Marilyn Joy
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Registered person	Suzanne Barbara Owen
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Redroofs registered as a day nursery in 2004. It is privately owned and operates from the ground floor of a house in a residential area of Southampton, Hampshire. There is a secure garden for outdoor play. The nursery serves children from the local and surrounding areas.

The nursery is registered for a maximum of 27 children under eight years. There are currently 66 children on roll and of these, 31 children are in receipt of funding for nursery education. There are currently five children attending with learning difficulties and/or disabilities. The nursery operates all year round from Monday to Friday from 08:00-18:00.

There are 10 staff employed to work with the children, all of whom have early years qualifications. There are five members of staff currently working towards further qualifications. The nursery is a member of the Pre-School Learning Alliance and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

A healthy lifestyle is promoted extremely well through the daily routines and activities. Carefully prepared menus follow a healthy eating programme to ensure children are offered nutritious foods that promote their good health. All children eat together and benefit from the sociable atmosphere this provides. They eat well and develop good eating habits as they sit together and enjoy their meals. They gain competence in feeding themselves because they are given appropriate sized utensils and help when needed.

Effective hygiene routines are consistently followed by staff to prevent the spread of infection and ensure a clean and hygienic environment for the children. Hand sanitizers are available in each room so that hands can be frequently cleansed, for example after blowing noses. Thorough cleaning procedures are routinely carried out by staff which is evident in the cleanliness of the premises, toys and resources. Children develop healthy routines for themselves, such as washing their hands and cleaning their teeth.

All health documentation is in place and maintained in good order. Efficient systems ensure that all staff are aware of children's health and dietary requirements so these can be incorporated into the care provided. There is a clear sickness policy which includes measures for responding to children who are unwell so they can be carefully monitored before being collected.

Fresh air and exercise forms part of the daily routine for all children. There is an excellent range of outdoor equipment to promote their physical skills. Children practise climbing and crawling over the fixed apparatus. They practise bouncing and throwing different sized balls and bean bags. They develop spatial awareness as they negotiate each other when running around excitedly with their umbrellas and jumping into and out of hoops. Indoors children gain increasing competence in using a wide variety of tools and materials, for example when exploring treasure baskets, construction kits or using the selotape dispenser.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery is bright and colourful. Friendly and smiling staff provide a welcoming atmosphere for children and parents. An excellent range of resources is available for all ages throughout the nursery. They are of good quality and well-maintained. There are extremely good outdoor facilities and the safety play surface means it is usable all year round as well as minimising the risk of accidents. Safety is given a high priority with regular checks and risk assessments being conducted indoors and outdoors to ensure facilities are suitable for children to use. Heating appliances throughout most of the nursery are either thermostatically controlled or guarded, however, the heaters in the conservatory are not completely protected which presents a risk to children. Children learn about keeping themselves safe because staff explain hazards to them, for example why the mat needs to be kept flat so they do not trip.

Children's welfare is safeguarded because staff are familiar with child protection procedures and know what to do if they are concerned about a child. Good procedures are in place to promote safe working practices in order to prevent the risk of allegations. Information is shared with parents, although the written policy is not fully up-to-date. There are very efficient systems to ensure the security of the premises and for monitoring visitors to the nursery so they are

protected from harm. Fire safety equipment is regularly checked and fire drills conducted to ensure staff know what to do so that children can be evacuated quickly in the event of a fire.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the nursery. They benefit from the positive and caring relationships established with staff and their commitment to supporting them in their play and development. A wide range of activities are planned using the Birth to three matters framework and the Foundation Stage curriculum to ensure children have a variety of experiences to promote their development. Children move around the nursery and share the extensive range of stimulating and good quality resources available. Babies benefit from being involved in activities and moving around the nursery so they have lots of sensory experiences. They enjoy exploring treasure baskets full of interesting objects and discovering what they do or watching the mirror ball as it spins around. Toddlers engage in role play with staff who enthusiastically join in their play and develop the storyline. They show care and concern as they play with the dolls and pretend to be doctors.

Children enjoy the organised music sessions which are planned to suit the different age groups. Older children engage in more complicated songs, marching in time to the music and differentiating between fast and slow. They learn to follow instructions and respond to positional language. Babies sit on staff laps and smile as they watch the toddlers eagerly joining in with the action songs.

Nursery Education

The quality of teaching and learning is satisfactory. A broad and varied curriculum enables children to make sound progress towards the early learning goals. Staff get to know the children well and promote their learning through positive teaching and encouragement. Various methods of assessment are used to monitor children's progress and plan their progression. Written observations are clear and measurable. Children are interested, motivated and keen to participate in activities available. However, they are not always sufficiently challenged and opportunities are missed to take full advantage of the resources and facilities available and maximise their learning. The daily timetable ensures children experience daily indoor and outdoor play, although, choices are sometimes limited.

Children are familiar with the daily routines and know what is expected of them. They recognise the number cards on the tables and know that it means there is only room for four children. They willingly help to tidy up and get ready for the next activity. Children engage in relaxed conversations with staff, gain confidence to speak out at circle time and communicate animatedly with each other as they play. They enjoy looking at books and handle them well. Children listen attentively to stories and contribute their own ideas. Many are beginning to recognise their name and some are beginning to be introduced to letter sounds. Children participate in many activities that promote their hand-eye co-ordination and pre-writing skills, although have few opportunities to practise mark-making or use writing tools. When available, some children become engrossed in freely using the resources at the writing table to create their own letters and secure them in envelopes.

Children participate daily in games and activities that encourage their number and mathematical skills. They count how many cups are needed at snack time, concentrate on completing number puzzles and count objects as they play. They are introduced to simple problem solving during

number songs, such as how many buns are left, although opportunities are missed to incorporate this into other activities. Children recognise shapes and eagerly demonstrate what they look like by forming them with their fingers, for example, diamonds, circles and triangles.

An awareness of the world around them is introduced through topics and daily activities. Children find out about different celebrations and events, such as Divali, Christmas and bonfire night. They talk about the weather, the seasons and natural materials they have collected. They learn about keeping themselves safe when using different equipment and talking about the role of a fireman when sharing a story together. Visitors from the community, such as the policeman, help bring topics to life.

Children explore and investigate an exciting range of media and materials, such as rice, sand and foam. They use a variety of construction kits to create their own models and operate simple programmes on the computer. Children play extremely well together in the home corner and use their imaginations to create their own storylines. However, children are not always offered sufficient challenge during role-play or craft activities. Children enjoy painting and many confidently identify different colours.

Helping children make a positive contribution

The provision is good.

Children demonstrate a clear sense of belonging in the happy and settled manner in which they interact and respond to staff. They arrive enthusiastically and quickly become involved in play. Comprehensive systems ensure staff are aware of children's individual needs and are able to accommodate them within the care provided. Liaison with parents and other professionals ensures the curriculum encompasses the needs of all children. Settling-in arrangements are agreed with parents and help children to settle quickly. Parents are very happy with the care provided and appreciate the comfortable and friendly relationships with staff. They receive a good range of information about the setting and the service provided. A colourful and informative prospectus, regular newsletters and information displayed on the notice board ensures they are fully informed. Policies and procedures cover all aspects of children's care and are available for them to read. Parents are periodically consulted and their views contribute to developing the provision.

Partnership with parents in respect of nursery education is satisfactory. Parents are provided with information about the Foundation Stage and the early learning goals, topics and activities. Ideas for supporting children's learning at home are included in the regular newsletters and displayed on the notice board. Parent's meetings are held twice yearly and offer parents a formal opportunity to discuss their child's progress and view their records. Each child attending the nursery has a formal record of their progress linked to the Birth to three matters framework or the early learning goals, as well as a pictorial record which includes examples of their work and photographs.

Children's spiritual, moral, social and cultural development is fostered. Children frequently demonstrate their care and concern for others, for example when a more able child helps another to complete a puzzle and others share their bricks. Children play harmoniously together. They receive effective guidance to help them understand what is expected and consequently behave well. They benefit from frequent praise and encouragement which boosts their confidence and self-esteem.

Organisation

The organisation is good.

The nursery is well-organised and efficiently managed. Enthusiastic and committed ownership fosters a motivated team of staff who are interested and enjoy their work. Children benefit from the thorough systems and caring environment which clearly promotes their health, safety and well-being. The dedicated team of staff have a good understanding of their roles and responsibilities and demonstrate a clear commitment towards developing their skills through further training. A comprehensive range of policies and procedures underpin the smooth operation of the nursery, although some are not fully up-to-date. There are secure systems in place for the recruitment and employment of staff to ensure children are cared for by suitably qualified and experienced staff.

Leadership and management in respect of the nursery education is satisfactory. Strong management leads a dedicated team who are committed towards developing the provision for children. Continual review of resources and facilities ensures continued improvement, for example the outdoor area has been developed well to provide a safe and well-resourced area. However, the daily timetable and organisation of activities means staff do not take full advantage of maximising use of resources indoors and outdoors to challenge and extend learning. Systems ensure parents are well-informed of their child's progress and the activities they are involved in. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery was asked to make improvements to documentation and its storage. The nursery has developed a written lost child policy, written risk assessments and increased details in the visitor's book. All personal documentation is now stored confidentially either in the office or inaccessibly to visitors. Children's welfare is safeguarded because of the improvements made.

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):

- update the policies and procedures to ensure they reflect current guidance
- ensure all heating appliances are protected if hot to touch.

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 daily timetable and organisation of activities to allow children more freedom to explore the range of resources available indoors and outdoors, and for staff to maximise the learning opportunities presented
- increase opportunities for children to express themselves freely using a variety of writing tools and creative resources.

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