

# Ramillies Hall Nursery

Inspection report for early years provision

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**Unique Reference Number** EY288201

**Inspection date** 07 January 2008

**Inspector** Zoe Smith

**Setting Address** Ramillies Avenue, Cheadle Hulme, Cheadle, Cheshire, SK8 7AJ

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**Registered person** Ramillies Hall School Limited

**Type of inspection** Childcare

**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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

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.

### WHAT SORT OF SETTING IS IT?

Ramillies Hall Nursery has been registered since May 2004. The nursery operates from two single storey buildings within the grounds of Ramillies Hall School in the Cheadle Hulme district of Stockport. The baby unit has two main play rooms, a creative room, dining room and kitchen. The pre-school unit has three playrooms and two children's bathrooms. Both units have enclosed outdoor play facilities. The nursery is open from 08.00 to 18.00 Monday to Friday, except for bank holidays, a week during the Christmas period and a week at the end of August.

The nursery is registered to provide full day care for 69 children. There are currently 94 children on roll. The nursery supports children who speak English as an additional language and children who have learning difficulties and disabilities. The nursery works in conjunction with Ramillies Hall School, children who are eligible to receive funding for nursery education attend the school's Early Learning Centre between 09.30 and 16.00 during school term-times, the nursery provides care for them if required before and after the school day.

The nursery is owned by Ramillies Hall School Limited. An appropriately qualified manager is employed to manage the day to day running of the nursery. She is assisted by a team of 19 staff, 16 of whom hold relevant childcare qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are actively encouraged to adopt a healthy lifestyle and they benefit from lots of fresh air and exercise. They walk to and from the school canteen at lunchtime and participate in a wide range of enjoyable and fun physical play activities indoors and outdoors. They join in music and movement sessions, play outside and enjoy walks round the school grounds and trips to see the horses. These activities are enabling children to develop good control and coordination over their bodies. Babies and younger children exert lots of energy as they enthusiastically toddle and run round, propel themselves round on wheeled toys, throw and roll balls in the nursery garden.

Children are protected from infection and are well taken care for if they have an accident or become ill. The premises are warm and clean, and effective hygiene practices and routines are implemented to reduce the risk of cross-infection. The appropriate permissions and records are in place regarding accidents and the administration of medication to children. Several members of staff have up to date training in administering first aid. Children are starting to learn about hygiene and cleanliness. They wash their hands after using the toilet and before eating and know why this is important, explaining to staff, 'it is so I don't get any germs on my hands'. Children enjoyed listening to the doctor and dentist who came to talk to them about looking after their bodies and teeth.

All food is cooked and freshly prepared in the school kitchen. Children enjoy a varied and nutritious diet that includes plenty of salad, fresh fruit and vegetables. They are developing a positive attitude to mealtimes because they are relaxed and social occasions where children sit with staff to enjoy their food and each others company. Water is readily available at the 'drinks station' for children to help themselves to, and quench their thirst. Discussions, activities and stories help children learn about the importance of looking after their bodies. They have made displays on 'We love healthy food' and collages using pictures of fruit and vegetables. They grow leeks, carrots and potatoes in the nursery garden and then pick and prepare the vegetables to eat.

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

The provision is good.

Children are cared for in a secure, safe and well maintained nursery. Educational posters and displays of the children's art work and creativity make the environment interesting, child friendly and stimulating. Children are kept safe because staff are well deployed, follow effective safety practices and are diligent in their supervision. Comprehensive risk assessments of the premises and specific activities, such as outings have been conducted and are regularly reviewed. Effective precautions have been put in place to minimise identified risks, these include covers being fitted to exposed plug sockets, safety gates being provided and climbing frames and swings being placed on an impact absorbing surface. Effective fire precautions and procedures are in place. Fire detection and fighting equipment is provided, regularly checked and appropriately maintained. Regular practise fire drills ensure children and staff are proficient in emergency evacuation procedures.

Children are finding out how to keep themselves safe through stories, discussions and activities. The road safety officer and fire service regularly visits to talk to the children. Children practise

how to cross the road safely during their walks round the school grounds and by practising using a toy traffic light. Children choose what to play with from a wide range of safe, good quality resources, which are appropriate to their age and stage of development. Nursery rooms are well organised, spacious and have resources readily available, they allow children lots of opportunities for free movement and well spaced out activities. However, children are not able to have privacy when using the bathroom because toilet cubicles do not have doors. The nursery unit outdoor play area is currently being developed to make it a more interesting and exciting play space for the children. Staff make best use of the area and the school grounds to make sure children have lots of opportunities for outdoor and physical play activities. However, there is very poor drainage of the grassed area which during inclement weather restricts how children use the area.

The safety and protection of children is of utmost importance to staff. They are extremely well trained in and have a good understanding of safeguarding children procedures and their responsibilities.

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

The provision is good.

Staff are well trained in and have a very good understanding of the 'Birth to three matters' framework and plan play and activities using a thematic approach. They use their knowledge of the framework and observations of children to plan for children's next steps and to provide a wide variety of play and learning opportunities. This ensures children are making good progress and achieve the milestones in their development. Toys and activities are changed regularly to help maintain children's interest and enthusiasm. Positive adult and child interactions are encouraging children to become skilful communicators. Staff constantly talk with and listen to children who love snuggling up with staff to look at books, listening to stories, joining in action rhymes and singing sessions. These activities are helping children to listen, respond to language and build their vocabulary. Staff skilfully extend the children's learning and facilitate new activities. For example, after a group of children had looked at the book the 'Three Little Pigs', a member of staff provided pipe cleaners for them to build a house of straw.

Babies and younger children enjoy playing musical instruments and exploring activity centres and toys. They enthusiastically bang and shake the instruments whilst staff sing them nursery rhymes. They eagerly press buttons and turn knobs, watch what happens and listen to the sounds made by activity toys. Babies like to look at themselves in the low level mirrors and sit in the ball pools and throw all the balls out for staff and other children to retrieve. They have very good opportunities to explore household and natural products when they investigate the contents of a range of treasure baskets. Babies play with the brushes, scrubbing the toys with them and feeling the bristles on their skin and enjoying the feel of the feathers when staff stroke their faces with the feather duster. They scrunch up metallic paper and pull the shiny beads through their fingers and listen to the noise they make as they pull them across the table. Babies enjoy the challenge of completing simple inset puzzles, with a little help and lots of encouragement they carefully manipulate the pieces into the correct place.

Children particularly enjoy imaginative and make believe play where they actively use gestures and imitate actions. They become engrossed in their play making snacks and drinks for the dolls in the well stocked play kitchen. Children enjoy building with bricks and magnetic blocks, skilfully fitting and manipulating the bricks into place to make a park and garage for 'Mr Percy' and a brush to sweep the table. Children have opportunities to explore a very good range of sensory, messy and creative activities, such as sand, paint, water, cutting and sticking. They

enjoy playing in the sand, enthusiastically raking the sand and digging with the spades to make castles. Babies savour the touch and feel of the dry sand as they hide the dinosaurs in it and squeeze it through their fingers. Children spend lots of time happily spreading plenty of glue onto paper, and then with staff encouragement they stick brightly coloured felt shapes onto the paper to make a garden for 'Mr Percy'. Children love playing in the water, filling and emptying bottles and talking about the bubbles.

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

The provision is good.

Children have access to a very good range of resources that provide positive images of diversity, such as posters, books, jigsaws and imaginative play equipment. They participate in a wide range of activities to learn about their own and the religious and cultural beliefs of others. To find out about Diwali they made cards with lamps on and at Chinese New Year they made masks and lanterns and tried to use chopsticks to eat Chinese food. Children enjoy rehearsing and then performing a concert for their parents at Christmas. These activities are helping children to learn about the wider world and to respect and value differences.

Children are encouraged to look after their environment and to care for wildlife and nature. They feed the birds in the nursery garden and know to put the scraps of paper they don't need in the box for recycling. Children are learning to care for others less fortunate than themselves. They joined in a duck waddle to raise money for the Cancer Relief Charity and wore their pyjamas to nursery to raise money for the Children in Need charity.

All children are welcomed and play a full part at the nursery. The environment and activities are well organised to ensure the individual needs of children are well met. Staff positively support, encourage and help children to play nicely, share and take turns. The 'friendship tree' display reminds children how to behave, to be caring, kind, share and take turns. Children respond to the meaningful praise they receive from staff and behave very well. They work hard to achieve certificates that recognise their efforts, achievements and good behaviour. Children love being the helper of the week which gives them a sense of responsibility and promotes their self esteem. They confidently help to serve snacks to the other children, collect and take the registers back to the manager and tell her how many children are present.

Parents are kept well informed about their children's day, progress and any issues. They are greeted in a friendly, warm and professional manner by staff. Every child has a development book, this uses written observations, photographs and examples of creativity to record their progress, development and how they spend their time at the nursery. The book is shared with parents every four months and given to them when children leave as a keepsake. Parents speak very highly of the nursery, the range of activities, how their children have blossomed at the nursery and the compassion, encouragement and flexibility of staff. Newsletters, notices and parents evenings involve parents and effectively inform them about the care and activities provided.

### **Organisation**

The organisation is good.

Children are happy and settled in the calm, friendly and well organised environment. They benefit immensely from high staff ratios and a very stable staff team who provide them with continuity and lots of support and attention. The key worker system is effective in enabling

staff to get to know individual children well, to monitor their development and plan for the next steps in their learning. The nursery has a strong commitment to staff training and development. Most staff hold an appropriate early years childcare qualification or are working towards achieving one. Regular attendance on short courses enables staff to continually enhance their skills in specific subjects, such as celebrating outdoor learning, the 'Birth to three matters' framework and leadership skills. The nursery works closely with an early years development worker and advisory teacher to help them continually develop the standards of care, learning and play. All required records and documentation are in place, well maintained and retained for inspection. Well developed policies and procedures are used to effectively underpin staff practice and the care provided. Robust recruitment, selection and induction procedures are in place to ensure the suitability of staff.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection three recommendations were agreed to improve the quality of care. All records and documentation are now completed appropriately. This underpins staff practice and the care provided for children. Fire exits are now identified and kept clear at all times to ensure children can be evacuated quickly in an emergency. The times of arrivals and departures are now recorded for both children and staff. This ensures accurate attendance records are available to refer to at all times during the day.

### **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**

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.

### **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 children are able to have privacy when using the bathroom and take steps to make sure full use can be made of the nursery unit outdoor play area during inclement weather.

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)