

# Ramsden Robins

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY262689
<b>Inspection date</b>	22 January 2008
<b>Inspector</b>	Stephen Andrew Blake
<b>Setting Address</b>	Thwaite Street, Barrow-in-Furness, Cumbria, LA14 1AN
<b>Telephone number</b>	01229 894626
<b>E-mail</b>	
<b>Registered person</b>	Ramsden Pre Nursery Group
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 satisfactory. 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?

Ramsden Robins nursery was established in 2004 and operates from within Ramsden Infant School located within a residential area in the centre of Barrow. A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 15.00 term time only. Children arriving before 09.00 attend the Early Birds club. All children share access to a secure enclosed outdoor play area.

There are currently 26 children aged from three to under five years on roll. Of these, nine children receive funding for early education. The nursery serves children from the immediate and extended areas.

Ramsden Robins is managed by a voluntary management committee which is a sub-committee of the school governing body. The committee employs a total of four staff including two part time staff. Both full time staff members hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children thrive because staff provide a clean and welcoming environment and have established appropriate systems to monitor the medical needs of individual children. They are supported by staff to help them gain and develop an age-appropriate understanding of hygiene and personal care. Staff have established generally effective procedures and practices which meet the children's physical, nutritional and health needs. They do not have a system for obtaining written parental permission to the seeking of medical attention in the event of an emergency.

Children have access to age-appropriate resources that provide them with opportunities to explore, test and develop their physical skills. Staff have an appropriate understanding of each child's stage of development. Children are supported effectively by staff as they are encouraged to try new experiences, such as a new food at snack time. All children participate in opportunities to challenge and extend their physical development, for example, when using the outdoor ride on resources or using a range of tools in the craft area.

Children's individual health needs are monitored by staff and snacks are planned according to children's dietary requirements. Children have access to drinking water and enjoy daily fresh fruit at snack time. They are beginning to understand the value of good nutrition as staff use appropriate language, for example, during a conversation at snack time.

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

The provision is satisfactory.

Risks of accidental injury to children are minimised because staff use appropriate risk assessments to help reduce potential hazards. Policies and procedures are implemented effectively to help ensure that children are safeguarded. Staff have an appropriate understanding of children's individual abilities and of how to achieve a balance between freedom and setting safe limits. This means that children have opportunities to safely participate in a range of well-planned indoor and outdoor activities.

Children stay safe because staff enable them to independently access a range of toys and equipment which meets safety standards. Those learning English as an additional language are safe and fully included because staff are aware of children's individual abilities and provide sensitive support. Regular verbal communication with parents contributes to children's safety.

Children are secure because they have a good relationship with the adults caring for them and are confident to ask staff for help when needed. They are well protected by staff who give top priority to children's welfare. Staff have established a generally well-written child protection statement but this does not refer to the Local Safeguarding Children Board child protection procedures and staff are not fully up to date with current child protection practice.

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

The provision is satisfactory.

Children enjoy their time at Ramsden Robins nursery. They achieve because staff use their understanding of child development and of early years guidance, such as the Curriculum guidance for the foundation stage, to provide satisfactory care and education. Staff use their knowledge

of child development appropriately to plan activities and resources that are accessible and age-appropriate in accordance with individual children's abilities.

Most children settle quickly on arrival as staff ensure they have sufficient information from parents and carers regarding the child's individual needs for that day. Staff provide younger children and those new to the setting with appropriate support to enable all children to settle during the session. Staff recognise the uniqueness of each child and are developing close and caring relationships that will increase children's sense of trust and help them develop an appropriate sense of self being.

Staff support children's early communication skills effectively through sensitive and age-appropriate interactions. Children relate well to each other and have a good relationship with staff. They are beginning to make sense of the world and express their ideas as they join in a range of planned activities, for example, when engaged in role-play or going for local walks.

### Nursery Education

The quality of teaching and learning is satisfactory. Staff have created a relaxed and supportive learning environment. Children are motivated and challenged as staff provide a range of accessible resources to support their development across all areas of learning. Children are eager to learn, self assured in their play and confident to try new experiences. They listen intently to stories and participate in favourites such as 'The Tiger who came to tea'. Children are independently experimenting with marks to represent their ideas and some older children are competent at writing their own names. They use their imagination effectively, and are beginning to make sense of the world around them, for example, when using the school outdoor areas, visiting the church and going for local walks to gather items for their autumn project.

Children work well together. For example, they share resources when using a range of craft materials and take turns to use the computer. Staff challenge children's mathematical thinking and vocabulary appropriately for example, when comparing the difference between heavy and light or floating and sinking.

Staff quickly obtain information from parents about children's care routines and needs. However, they do not have a system to identify children's learning from the outset. Staff share verbal information with parents on a daily basis about their child's routine and have a thorough knowledge and understanding of children's individual needs and background circumstances. This helps staff to provide a sensitive and supportive environment. As a result, parents are confident in staff's abilities to meet the needs of all children attending Ramsden Robins. However, staff have not established a system to inform parents about their child's learning.

Staff have established a flexible approach to planning and have implemented a system of child directed learning. Staff are perceptive to children's interests during self-initiated play and use questions appropriately to challenge children's thinking and language skills. Staff generally meet regularly to monitor children's learning but do not have a system to record children's achievements as it occurs. Staff have not attended training in the delivery of early years education, such as the Curriculum guidance for the foundation stage.

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

The provision is good.

All children are welcomed and play a full part in the nursery because staff value and respect their individuality and the family context for each child. Children's behaviour is good. They work appropriately to problem solve and are considerate and helpful towards each other. Staff implement age-appropriate and sensitive behaviour management strategies and recognise all children's achievements with a daily sticker system. Children have an appropriate understanding of right and wrong as staff offer gentle reminders to care for each other and in discussions about the importance of sharing and taking turns.

Staff implement effective systems to support children who speak English as an additional language. Children have an appropriate range of opportunities to learn about themselves, each other and the world around them through planned activities and visits to local places of interest within the community, such as the nearby church. This positive approach means that children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. This contributes to all children's well-being within the nursery. Parent's views about their child's needs and interests are actively sought on a regular basis throughout their time there. Staff ensure they have good information from parents about children's individual needs and care routines. They provide parents with regular verbal information regarding their child's development throughout their time at nursery. Parents are confident in the ability of staff to work flexibly in order to meet children's changing individual needs.

## **Organisation**

The organisation is satisfactory.

Children's care is enhanced because staff have established an appropriate environment conducive to satisfactory care and education. The quality of leadership and management of nursery education is also satisfactory.

The premises are well-organised. Staff provide an appropriate range of indoor and outdoor learning opportunities for children. All legally required documentation which contributes to children's health, safety and well-being are in place and is regularly reviewed. The system for recording the arrival times of children attending the 'Early Birds' club is not robust.

Children benefit because most staff are qualified and all are skilled. They are effectively inducted and supervised. Staff meet regularly to reflect, monitor and improve the quality of their care and education and are committed to continuous improvement and development. An effective monitoring system ensures that the setting's policies and procedures are consistently applied. 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 the setting was asked to make improvements to its organisation by obtaining parental signatures to give permission for medical attention in the event of an emergency and also to ensure that parents sign the accident book to acknowledge the entry.

Since the last inspection staff have implemented a system to ensure that parents sign all entries in the accident book. Staff have not implemented a system to obtain parental signatures to

give permission for medical attention in the event of an emergency and this remains a recommendation.

### **Complaints since the last inspection**

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. 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 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 satisfactory. 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 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 prior parental consent to the seeking of emergency treatment is obtained
- review the child protection statement to reflect current practice with regard to identifying the Local Safeguarding Children Board child protection procedures and ensure that staff are fully aware of how to implement these procedures
- ensure that the register records the time of arrival of children attending the Early Birds club.

#### **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):

- implement a system for recording observations of children's learning as it occurs
- implement a system for identifying children's learning from the outset
- review the system for communicating information about children's learning to parents
- review the system for staff training and development to ensure that staff have ongoing training in appropriate early years guidance, such as the Curriculum guidance for the foundation stage.

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)