

Roselands Community Nursery and Playschool

Inspection report for early years provision

Unique Reference Number	EY279562
Inspection date	22 April 2008
Inspector	Christine Slaney
Setting Address	Porlock Way, Paignton, TQ4 7RH
Telephone number	01803 525620
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Registered person	Roselands Community Nursery and Playschool
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 good.

WHAT SORT OF SETTING IS IT?

Roselands Community Nursery and Playschool registered as a playgroup in 1992. It moved to a purpose built premises in 2005. The building is situated in the grounds of Roseland's Primary School, in a residential area on the outskirts of Paignton.

The nursery has been developed through the Neighbourhood Nursery Initiative and is registered to provide care for a maximum of 57 children aged under eight years at any one time. The setting is open each week day from 08:00 to 18:00 throughout the year, excluding bank holidays and Christmas and Easter weeks. Out of school care is also available for children up to the age of 11 during term time and school holidays.

There are currently 161 children aged from seven months to under eight years on roll. Of these, 51 receive funding for early education. Children attend from a wide catchment area. The setting supports children with learning difficulties and/or disabilities.

The setting is a registered charity managed by a voluntary committee and two co-managers. The setting employs 20 members of staff. Most hold appropriate early years qualifications and

training opportunities are available for all staff to increase the level of their qualification or work towards one.

The setting receives support from Torbay Early Years Childcare Services and is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have good opportunities to enjoy a healthy lifestyle. They take pleasure in healthy snacks like fresh fruit and have access to regular drinks, which include milk and water. Parents supply packed lunches and the setting works closely with them to ensure they are nutritious. There are separate areas for outside play, some of which are partly covered. These are available for younger and older children to play safely according to their stage of development. This means all children including babies have daily opportunities to experience fresh air. Staff understand the value of outdoor play. They are keen to extend learning opportunities both for the children and themselves. Consequently, they are presently involved in a pilot scheme which looks at outdoor play opportunities. They have already identified the need for always ensuring children have suitable outdoor clothing, for example, appropriate footwear and waterproofs. These have been recently purchased. This means children can freely access both indoor and outside activities. Younger children thoroughly enjoy playing with sand and a bubble machine. As a result, even babies squeal with delight as bubbles blow around outside. Older children's activities include a range of equipment such as, slides, wheeled and push-a-long toys, balls, hoops and balancing beams. This means children have regular opportunities to exercise. In addition, they are developing good control and move with confidence, safely negotiating obstacles, including equipment like tables and chairs.

Children play in a clean setting where good standards of hygiene are implemented. This includes thoroughly cleaning tables before children sit down for snack time. Furthermore, children are developing an understanding of the importance of washing their own hands. They use running water, liquid soap and paper towels. This helps protect them from the risk of infection. All necessary consents are in place to enable staff to respond appropriately, for example, consents for emergency medical treatment and advice, plus administration of medication. Children are well cared for in the event of an accident as staff have appropriate knowledge and understanding of first aid and update their training regularly. In addition, there is a well stocked first aid kit. Overall, accidents are clearly recorded and the information is shared with parents to promote children's continuity of care. Although a minor point is some accident records lack detail and therefore this can limit the opportunity to identify and prevent similar incidents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in age appropriate rooms, which are spacious, welcoming and well organised for their play. The whole premises are secured by a key pad entry system. In addition to this there is a CCTV system, which monitors indoor and outdoor areas at all times. Visitors are expected to sign in and are accompanied by a member of staff. They do not have unsupervised access to the children. This means it is always possible to tell who is on the premises, for example, in the event of an emergency. Risk assessments have been used effectively to identify and monitor the hygiene and safety of the premises and as a result hazards like socket covers and trailing

wires have been addressed. Children frequently practise the fire drills to ensure that they can evacuate the building quickly and safely in the event of an emergency.

Children select toys and games, which have been attractively presented from the wide range that is set out for them. They are in good condition and include a range of natural resources for holistic play. These include brightly coloured bottles with glittery contents, domestic equipment like wooden spoons, different cheerfully coloured materials and treasure baskets. Children are learning to use equipment, such as scissors, play dough tools and writing materials. They do this with increasing skill and safety under close supervision.

Children's welfare is safeguarded appropriately. This is because staff are fully aware of their role in contributing to keeping them safe from harm. Staff have undertaken training in this area and have a good understanding of the child protection procedures. Furthermore, there is a comprehensive child protection policy which clearly sets out an appropriate procedure to follow should there be any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and well occupied. They benefit from the friendly and welcoming atmosphere and as a result settle quickly to play. There is good interaction between staff and children, for example, babies are frequently held and receive lots of eye contact and cuddles. Staff 'chat' freely to the babies encouraging their movements and sensory exploration of the immediate environment. This helps them to make connections as they investigate using their senses. As a result they show great interest in their surroundings, thoroughly enjoying a mirror cupboard which enables them to make free marks in the sand becoming fascinated by what lays underneath the sand.

Children are familiar with the routines. They readily leave their play to settle for snack and lunch time routines. However, these routines would benefit from further development, for example, opportunities for children to independently pour their own drinks and share interactions with friends. There is a good balance of free play and adult directed activities on offer. Children come together in a whole group to listen to story time after lunch. They sit down immediately to enjoy books like 'going on a bear hunt'. This means even young children enjoy the repetitive refrains of the story and readily join in anticipating the next response. They shout with excitement 'we are going on a bear hunt'. Activities and experiences are varied and interesting. This includes a well planned floor activity using cornflakes and rice pops. Consequently, children squeal with delight. They enjoy rolling around, moving their arms and legs up and down as they lay on their backs in the suitably low trays. Staff have knowledge of the Birth to three matters framework and use this to plan activities for younger children's where appropriate. Their developing knowledge means they can respond quickly to children interests, for example, when children became fascinated by inspectors note pad and pen, staff respond by providing children with suitable equipment to make marks. This means even young children became excited at the spiral patterns that their marks make, and concentrate hard as they use a wipe board and pen. Some children also form small recognisable circles. They excitedly talk about 'writing their name'. Craft activities include a variety of materials for gluing and sticking. Children's own creations are valued and this means children thoroughly enjoy sticking coloured paper and glittery bits and pieces. Good use of different thickness of card, like corrugated cardboard means children have opportunities to use their different sense to feel and explore and create freely.

Babies and young children's progress is monitored through regular observations and assessments. These are well linked to the Birth to three matters framework. In addition, a diary of photographs is used to record any important events, for example, playing with 'gloop' or watching Autumn leaves in the wild garden area.

Children who attend out of school activities enjoy free play experiences. Staff talk sensitively about ensuring that children have a good balance of activities after attending school all day. This means although there is an informal plan, staff and children have the opportunities to discuss activities they want to play with, that evening and the next day. As a result, they often have opportunities to cook and enjoy making scones, biscuits and pizzas. These they sometimes eat at snack times.

Nursery education

The quality of teaching and learning is good. This results in children enjoying learning through a wide range of interesting activities. Effective teaching helps children make good progress towards the early learning goals in all areas of learning. Children are confident and eager to learn, and as a consequence they settle happily and quickly to play. They have good relationships with the staff and with each other and are developing an understanding of the concept of sharing and taking turns. Emphasis is given to the sounds, letters make and as a result children enjoy a well planned circle time session focusing particularly on the phonic sounds. Children have good opportunities to count, for example, while planting seeds. This means they gleefully enjoy counting how many spoonfuls of soil to use. In addition, meaningful situations are used to further extend children's learning, for instance, when soil is accidentally spilt. This situation is used effectively to enable children to think about what to do next, for example, like adding more soil, thus helping them to solve simple problems for themselves. Children use puzzles and different construction resources. They thoroughly enjoy imaginative play and enjoy dressing up as chefs in the role play kitchen area. They act out their roles, pretending to write out ingredients. Some form recognisable shapes. In addition, there is a dedicated writing area. Children have access to a variety of materials including paint, glue, make models and collages. They thoroughly enjoy playing with 'gloop' a mixture of corn flour and water. This also includes glitter and different colours. This means they readily explore and investigate using their senses. They competently ride wheeled toys and there are opportunities to use balancing beams. These activities promote the development of the large muscle skills. Indoors they have access to a range of tools, such as scissors, glue sticks, pencils and vessels to fill and empty which promotes the development of their hand-eye coordination and small muscle skills. Staff work well together as a team and interact appropriately with the children. Staff are sensitive and responsive, give clear explanations and overall enable children to think and work things out for themselves, for instance, where will the seeds grow best in the dark or in the light. A minor point is questioning could be further extended to ensure children fully grasp this concept for themselves, for example, allowing children to think about their answer again before providing the reply. The staff's secure knowledge of the Foundation Stage enables them to plan a varied, balanced and interesting range of appropriate activities that cover all six areas of learning. They have also correctly identified the need to review plans to ensure they promote a child centred focus.

Assessment records are dated and completed regularly. As a consequence, children's learning is effective and this is then used well to inform planning. This ensures that children are able to progress at a suitable pace and receive appropriate support and challenge in their learning.

The setting has a good range of equipment to cover all areas of learning. Areas used by children are prepared well and senior staff have identified they need to continue to develop the learning

areas both indoors and outdoors to ensure children have consistent opportunities to access all areas.

Helping children make a positive contribution

The provision is outstanding.

Children are greatly valued and included and receive a very warm welcome at setting. Staff know the children very well and this means they are fully aware of their individual needs. Children develop a strong sense of belonging. This is because there are frequent opportunities for parents to share information both formally and informally. This includes sharing information about home experiences. In addition, children develop very good relationships with key staff members. As a consequence, there are many opportunities for them to snuggle closely to key people. This helps reinforce a strong sense of belonging to the setting. Young children and babies frequently have opportunities to use baby singing. As a result, young children and babies learn that their voice and actions have effects on others. Furthermore, parents have wonderful opportunities to extend children's learning and sense of belonging at home. This is because the setting have developed some lovely music bags. These are frequently shared with children and parents and provide some excellent evidence of how parents have used at home with the children and even older family members. Children who have specific needs are well included and supported, staff work very closely with their parents and a wide range of professionals to ensure their needs are met and their independence is promoted. Children are learning about diversity and the wider world. This is because all children are appreciated and, therefore, there are many different examples of language and positive images around the setting, for example, Turkish information and language. Children learn about their own community when they go on regular walks and visit local shops. There are many opportunities for them to learn about beliefs and traditions as they involve themselves in a variety of activities including celebrating Chinese New Year. This means children's spiritual, moral, social and cultural development is fostered.

Children respond very well to effective strategies used by staff, for example, gentle reminders about remembering manners and the reinforcement of positive behaviour with praise and encouragement. This means children's behaviour is very good. Staff treat children with respect and they have a very good knowledge and understanding of children's individual needs. This means even very young children receive excellent support. For example, babies with specific needs are handled with gentleness, sensitivity and genuine care. As a result, this ensures all their needs are fully supported.

The partnership with parents is outstanding. The nursery is strongly committed to working with parents, actively encouraging them to support their children's learn. This includes very good opportunities to further extend their learning at home, for example, cuddly bears are taken home with a Roseland's passport. There are many lovely examples of parent's comments of how bear has used his time visiting their children's home. Parents are provided with very good information regarding day-to-day care and about their children's activities. This ensures there is a good exchange of information from home to enable them to support children effectively. Furthermore, parents are provided with clear information regarding forthcoming programme activities and parents can view their own children's assessment files.

Organisation

The organisation is good.

Children play in a well organised setting and are cared for by a staff team who really care and are committed in their work with children. The rooms are very well organised and provide an attractive environment. The prepared activities provide a wide level of interest to the children. Good ratios are maintained to ensure that children receive prompt support when needed. Staff caring for the children are appropriately vetted to ensure their suitability and have access to a range of training opportunities to support their professional development.

All regulatory documentation is in place and where appropriate stored securely. Important information regarding the conditions and status of registration are clearly displayed. There is an effective parental committee, who have a very clear understanding of their role and responsibilities. This includes an active chairperson who is regularly available to support the management team and liaise with parents. As a result, regulatory requirements are met overall. However, there are some minor points like accident records and details of staff yet to be fully addressed. This means in the event of needing to check historical records, with regard to incidents, full details may not be available. This results in a need for some information to be made available to parents and other professionals.

Leadership and management of the nursery education is good. The setting reviews and evaluates the provision and identifies areas to improve, for example, they are aware of recent government frameworks like letters, sounds and phonics. In addition, further work has been developed using the Birth to three matters framework to review and evaluate communication, language and literacy for younger children. This means regularly reviewing practice and supporting staff's understanding to help them identify areas of learning for all children. The dedicated staff team and parental committee work very well together. Consequently, they are committed to ongoing professional development. The setting are presently involved with piloting new incentives, like outdoor play provision. Regular supervision and appraisals for all staff members are seen as important for development and include the management team. Furthermore, they receive regular support from local authority development services. This enhances the experiences of the children in their care. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to keep a written record of existing injuries, signed by parents. This has been addressed and as a consequence contribute to keeping children safe.

At the last nursery education inspection, there were no significant weaknesses to report but the setting was asked to continue to develop the confidence of new staff. Most staff are now more confident to use the planning system effectively. Furthermore, the planning system is under review to ensure it includes children's own interests.

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 staff's full names are recorded within appropriate documentation like accident and attendance records
- consider reviewing snack time activities to ensure this is a useful learning experience for all children

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):

- continue to review and evaluate all aspects of the educational programme in order to ensure the good quality practice is consistent and sustained. Include the new child centred planning system and consider how staff further extend children's learning through appropriate questioning.

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