

The Riverside Nursery

Inspection report for early years provision

Unique Reference Number	EY357087
Inspection date	08 May 2008
Inspector	Ann Bamford
Setting Address	Riverside Ind Est, Branch Road, Lower Darwen, Lancs, BB3 0PR
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Registered person	Red Rose Nurseries Ltd
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?

The nursery opened in October 2007. It operates from a purpose built building in the Lower Darwen area of Blackburn. The setting is close to local amenities and road links, including the M65 motorway. The registered owners are Red Rose Nurseries Ltd.

Children have use of three specifically designed care rooms, the baby unit and lower and upper riverside. There are toilets and laundry facilities and a kitchen within the setting. There are two interconnecting outdoor play areas.

Care is offered from 07.30 until 17.45 each weekday with the exception of bank holidays and one week at Christmas.

The nursery has 10 staff which includes the manager. In addition there is a part time cook, a part time administrator and contract cleaning for 15 hours per week. The manager and administration worker work alongside staff for parts of the day. All staff are qualified to National Vocational Qualification (NVQ) level two and seven staff hold a level three award. There are two members of staff that hold level four awards and one staff member holds a level five award. There are four staff members currently undertaking training at level four or above.

At the time of inspection there were 75 children on roll, of whom 24 children attend on a full time basis. There are 22 children currently in receipt of the Nursery Education grant. The setting cares for children who have learning difficulties and disabilities. At the time of inspection there were no children on roll for whom English is an additional language.

The setting receives support from the local authority early years department.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The setting is very clean and has effective processes in place to ensure that this remains so. Children are actively involved in routines. They are developing strong skills in keeping the environment clean as they clean up after snack time. Staff pass their sound knowledge of good hygiene practice onto children in words of encouragement and praise. All children are involved in hygiene routines, such as washing hands before eating. Attractively displayed posters of how, for example, to wash hands properly really enhance children's understanding of developing good hygiene practices. This increases children's self-confidence to do the job well.

Children's continued good health is significantly enhanced as the setting works very effectively to find out about children's individual health needs from parents. The individual plans for helping children with allergies or conditions support their individual needs.

There are policies and procedures in place to ensure that staff have appropriate and current training on first aid and administration of specific medication. Staff knowledge of health issues, such as childhood asthma and other illnesses, contribute to the settings overall commitment to ensuring that children have enhanced good health.

Children are nourished very effectively as the staff make use of snack and meal times to encourage children to eat healthily. Children have access to five portions of fruit and vegetables per day and they really enjoy the range available to them. Children are developing a really good awareness of healthy bodies as they talk about germs and how both good food and exercise affects their bodies. Children talk confidently about how their heart rate increases during exercise and slows down afterwards.

Children enjoy physical activity as they balance, hop and kick using large equipment, a small wall and footballs. They work effectively and collaboratively to brush up sand on the ground which requires manipulative skills. They walk along the specially designed small wall with increasing confidence. Children enjoy their time outdoors and are able to play collaborative games, such as throwing and catching with increasing skill. However, older children have few opportunities to develop their pedalling skills whilst at nursery and this affects the rate at which children develop these skills.

All children can rest or sleep in line with their individual needs as they snuggle up on cushions or use the book area to sit quietly. Younger children sleep in a designated quiet area. Staff ensure all children's individual needs are met with regard to rest as children take naps at different times and in a way which has been agreed with parents, such as in a cot or a bed.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are very safe in the setting. There are robust procedures in place to ensure that this remains so at all times. Policies and procedures for ensuring that adults who have access to children are suitable, are followed with attention to detail. Staff are highly competent at risk assessment, and their confidence to explain clearly what they are doing to children enhances children's safety significantly. Children are developing a good ability to keep themselves and others safe in the nursery as they tidy away equipment and clear up a spilt drink without adult prompting. All children are developing confidence to identify risks and the ability to take steps to reduce them with increasing independence.

Children confidently use a wide range of suitable and very safe equipment as staff plan the layout of the room extremely carefully to allow children to move freely. Staff's constant attention to the safety of the room and equipment ensures that children remain entirely safe when engaged in play outdoors and indoors. Older children teach younger children how to keep themselves safe in a delightfully caring and knowledgeable manner. For example, they hold hands and tell each other how to walk along the wall so that they do not fall when playing outdoors.

Staff and children are working together to ensure that all children know what to do in the event of fire. Staff's clear understanding of the fire procedure allows children to discuss what to do if a fire is found, whilst in a discussion about a story. This enhances children's understanding of fire safety.

Children are very well protected by staff's deeply embedded knowledge and understanding of their role in safeguarding children. This is enhanced further by all members of staff's strong knowledge of the procedure and confidence to act in the event of a concern about a child. Parents are actively involved in this process as they advise staff when their child has been injured outside the nursery and countersign the record which is made of this.

Helping children achieve well and enjoy what they do

The provision is good.

All children are purposefully engaged in activity throughout the whole of their time spent in the setting. Staff organise the environment and equipment in a way which allows children to take responsibility for their learning. All equipment in every room is stored in a way that can be accessed by children, allowing them to change activities or equipment as they wish. Children have the space and freedom to spend as long as they like on their chosen activity.

Children develop high levels of confidence and self-esteem as they choose their own activities. The setting plans to encourage all children to do as much as possible for themselves. The nursery is in the process of making all areas, including the outdoors, available for continuous play and children increasingly select activities to take outdoors. Children know the routine and develop the confidence to operate successfully in it with decreasing support from adults. Children's success at doing this enhances their skills as competent learners as they organise themselves.

All staff have a strong understanding of the 'Birth to three matters' framework. Their confidence, gained from this knowledge, allows them to plan next steps for each individual child. This ensures that all children are given many opportunities to develop their skills and thinking.

Staff involve children fully in the setting. Children are actively encouraged to have an input into planning what topics will be covered, what equipment will be purchased and how each session will be ordered. As a result of this, children 'own' the environment and are active in ensuring that the room and equipment are treated with care.

Nursery Education.

The quality of teaching and learning is good. All staff have a strong understanding of the Foundation Stage and are using their knowledge to further develop each other. Comprehensive planning, which covers all areas of learning, is linked to stepping stones from the Foundation Stage curriculum guidance. Staff use observations to plan for individual children's next steps in development. However, some next steps are for several children and do not make a clear link to what is needed for the individual child. This impedes the rate at which some children in the Foundation Stage area make progress. Enhancement of areas of continuous play is routinely planned in to provide additional challenge and excitement to the group.

The planning of the environment and use of some careful organisation assists teaching and children's learning, making every area accessible and meaningful to children. For example, all equipment in the setting is stored at child height meaning children can choose equipment they want to use. Older children are encouraged to go into cupboards and select equipment not on display and return it independently after use. In addition, staff make innovative use of prompts for what equipment is needed, for example, luggage tag equipment to go into a particular cupboard, which help children to operate confidently in any activity.

Children are becoming confident communicators and readily ask questions of visitors. All children are beginning to ascribe meaning to marks. Groups of children use the environment in an exciting way as they make marks with water on a wall or use crayons on a large expanse of wallpaper. All listen to stories with interest and understanding. They sit in both small and large groups enjoying the meaning from print and pictures. Their creativity is developing well as they join in songs, or sing full songs unaided. They use imagination along a theme, for example, playing at being the characters in a 'gruffalo' story.

All children are happy and settled in the centre, and separate well from parents or carers. They are developing friendships. Children are developing the concept of shapes as they point out the circles and triangles in everyday objects. They are starting to develop skills in counting as they count the pages in a story, however, they have few opportunities to count on and back in a practical way and this impedes the rate at which children develop calculating skills. Children show natural curiosity and begin to use tools, such as pencil sharpeners and garden forks and spades for a purpose. They delight in showing visitors their newly planted seeds and herbs, or talk about how they recycle their milk cartons to help them to be used again. This enhances their understanding of the world around them.

Helping children make a positive contribution

The provision is good.

All children and their parents receive a very warm welcome into the nursery. They have a clear sense of belonging as they identify their own shape and peg on which to hang their coat. Staff in the nursery work hard to encourage children to do things for themselves. They ensure that aprons are easily accessible, that coats are put on before help is given with zips and that children put on their own shoes. Older children are encouraged to build on this by accepting responsibility for their own setting and clearing at snack time and setting and clearing for the whole group,

when the larger group sit together. This enhances their sense of belonging. Babies are cared for by their key workers for significant parts of the day which enhances their developing positive relationships.

Children have access to a wide range of opportunities, which encourages their understanding of diversity, for example, play with multi-cultural dolls and clothes, kitchen utensils, books and jigsaws. Many planned activities are provided linked to both celebrations and customs of different people. Children are developing a very strong understanding of difference as they take part in projects about different areas of the world.

There is a robust policy for meeting learning difficulties and disabilities. The setting integrates children who have learning difficulties and disabilities very effectively into each area. Staff are highly committed to providing additional support needed in a planned and inclusive way. Staff attend training regularly to ensure that they have knowledge and understanding of how to meet individual needs as they arise.

Children behave very well. They are developing strong strategies for making friendships taking turns and settling disputes as staff are excellent role models who regularly talk about being kind to each other. Children are given skilful individual support to succeed in situations that they find difficult, such as circle or outdoor time. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are welcomed into the setting on every level. There is a range of very high quality information that is offered to parents in a variety of ways. Information on how care and education is provided is very clear and is given to parents in written form as well as by talking directly to them. All policies and procedures are available at all times and the format for complaints is transparent and available for parents to look at. Parents are involved in their child's learning have easy access to planning and information on the days activities including meals. Staff tell parents and carers what children have been doing during the day as they leave. Parents speak highly of the settings provision of care and education to their children.

Organisation

The organisation is good.

Effective recruitment procedures mean that safe, suitable practitioners work with the children. The mainly qualified staff team make good use of opportunities for continuous professional development which enhances children's care and learning. For example, staff have attended induction training and training in relation to the Foundation Stage curriculum, sign language and safeguarding children. Training is planned to ensure that any requiring updating, such as first aid, is done in a timely fashion.

Staff are usually well deployed according to their skills and experience. However, there are times during holidays and sickness periods when the number of staff in the toddler area over the children's lunchtime period do not fully meet the needs of the children. Staff are involved in the serving of the lunch, which means that children have to wait, for example, with cutting up food and this impedes the rate at which children develop skills in this area. Records in the setting positively support safe care of children. They were all current and available for inspection. There are procedures in place for sharing records with parents.

Leadership and management is good. A strong leadership team with defined roles and responsibilities supports the well qualified staff team. There are good systems in place to assist staff in their professional responsibility and staff attend training regularly. Staff are well supported through both formal and informal meetings. The clear focus of these ensure that staff develop enhanced skills in helping children make effective progress in each area of development. There is a clear vision for the future, which is deep rooted in the setting's commitment to developing quality practice. The manager has a clear understanding of the setting's strengths and areas for future improvement. The setting is able to assess it's own strengths and weaknesses, and the resulting development plan is a well used ongoing document which continues to enhance provision for children.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 AND NURSERY EDUCATION

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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):

- review deployment of staff over lunchtime periods to ensure that there are sufficient staff to meet all children's individual needs.

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 develop opportunities for more able children to develop different ways of moving, for example, by using their pedalling skills
- continue to develop opportunities for children to develop practical skills in counting on and counting back

- continue to develop the setting of specific next steps for each child.

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