

# Roslin Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY360485
<b>Inspection date</b>	12 June 2008
<b>Inspector</b>	Elizabeth Juon
<b>Setting Address</b>	Rookery Road, Staines, Middlesex, TW18 1BT
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<b>Registered person</b>	Roslin Educational Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 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?

Roslin Nursery registered in 2007 with the present owner but has been open since the 1990s. It operates from the ground floor rooms of a converted house situated in Staines. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 67 children aged from 18 months to under five years on roll. Of these, 31 children receive funding for nursery education. Children come from a wide catchment area. The nursery is able to support children with learning difficulties and/or disabilities and also children who speak English as an additional language. The nursery employs ten members of staff the majority of whom hold a relevant qualification in child care.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a clean and tidy nursery where safeguarding children's health is a priority. The cook maintains a cleaning routine in the kitchen, the efficiency of which has been commented on in a recent environmental health report, to ensure children's food is cooked in a hygienic environment. Staff wear disposable aprons and gloves when helping children to serve their food. Children understand the need to wash their hands after using the toilet and before eating 'because of germs'. Children are independent in their self care skills and need few reminders from staff. Resources such as low level basins and paper towels are easily reached by the children. These measures help to prevent cross infection. There is always a first aid qualified member of staff on the premises and a first aid box, to ensure children receive appropriate care in the event of an accident. Documentation is maintained to ensure children's welfare, such as, accident book, parental consents for emergency treatment and the administration of medicine. However, parents do not acknowledge medicine administered which may compromise children's safety if extra medicine is given later.

The garden is an asset to the nursery and provides ample opportunity for children to play in the fresh air and develop their physical skills. Children's emotional wellbeing is promoted through the attentiveness of the staff team. Children are able to rest in comfort according to their own routine and need.

Children eat nourishing, healthy food, freshly prepared each day on the premises. Staff are aware of children's dietary requirements and any allergies to keep them safe and meet their individual needs. Staff sit with younger children to encourage good eating habits. The older children are more independent and serve themselves at snack time and at lunch. The tables are laid by the staff with cloths and napkins. However, at these times the organisation is not effective as children have to wait a considerable time for their snack and miss some learning opportunities during lunch, for example, by being a helper and laying the table.

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

The provision is good.

Children are warmly welcomed by staff into a pleasant and visually pleasing nursery. Each of the children's base rooms are well equipped with an age appropriate variety of toys and resources to help children make progress in all areas of learning. Children's art work, colourful posters and photographs are on display around the rooms to create a bright attractive atmosphere. The rooms are presented in defined areas, for example, for messy play, art work and a comfortable book corner where children can rest on the cushions. The equipment is clean and appears in good condition and is regularly checked by staff to ensure toys are safe for children. The resources are set out to be appealing to the children and are stored to be within reach, enabling children to make independent choices about their play.

Children are safe and secure within the nursery. Staff complete risk assessments and daily check lists of the outside area to ensure children's safety from any new hazard. Fire safety precautions are in place and children regularly practise the emergency evacuation drill to ensure they can leave the premises swiftly. Children walk in the nursery and listen to instruction well to prevent accidents, such as, taking turns on the climbing frame and slide. Procedures are in place to

keep children safe and simple effective routines are adhered to, such as, monitoring visitors to the nursery and bolting the kitchen door to prevent children entering.

Children are protected by staff who have an understanding of the signs of abuse and know they must report any concerns to their manager to safeguard children's welfare. The nursery has a written policy and procedure containing comprehensive information on child protection issues. However, there is no current information on the Local Safeguarding Children's Board or contact numbers readily available to staff to aid referral should concerns arise.

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

The provision is good.

Children are settled and enjoy coming to the nursery. They arrive happy and confident to try the new experiences on offer to them. The staff are keen and interested in the children, they greet them warmly and children leave their parents without any distress. The children are developing a good sense of self and belonging. Children are eager to join in and enjoy tactile experiences for example, with flour and water, learning new skills through play. The good humour of the staff and ability to promote children's enjoyment is a strength of the nursery. Children dress-up and sing nursery rhymes, encouraged by the staff team. Good relationships are evident between adults and children. Children chatter and talk to staff who respond appropriately, creating a friendly atmosphere. Children confidently go to any of the familiar adults to receive comfort and cuddles. The children have friends and play alongside each other happily. The overwhelming atmosphere in the nursery is one of children and staff having fun and getting along together.

Staff effectively use the Birth to three framework and the Foundation Stage curriculum guidance to plan interesting and stimulating activities for the children.

### **Nursery Education**

The quality of teaching and learning is good. The children are keen to learn and participate in the suitable range of activities offered which are well organised and accessible to the children. Staff use an appropriate range of teaching methods with the children to support their learning across the curriculum and demonstrate a good knowledge of how children learn and develop. Children are treated as active partners in their learning and are given the opportunity to pursue their interests for example, constructing a farm yard and arranging the animals. The activities are evaluated by staff to gauge their worth and success in providing a learning outcome for the children. As a consequence children make good progress. The key workers use an effective system to observe, monitor and record children's achievements in their development files and to plan experiences that help children take the next step in their learning.

The children are beginning to link sounds and letters as they sound out letters phonetically and make good attempts at writing words. There is opportunity for children to write spontaneously in a role play situation when they help themselves to available paper and pens. Children can recognise their name in print on their coat pegs and name labels. There are letters and numerals around the room to promote children's recognition of words in print. Children show an interest in books and can choose from a varied selection. At story time staff extend children's learning by asking questions, using props and enabling children to predict what might happen next in the story. However, the large group story time means some children do not fully participate.

The children are gaining a significant understanding of the wider world through planned activities and parents contributing their personal knowledge, for example, Chinese New Year. The weekly French lesson enhances children's understanding of the world and that people speak other languages. Children use the computer with confidence each day and learn using a varied selection of educational games. They use the art programmes to draw farm animals, as part of their topic work. Staff ask simple questions, to promote children's understanding and mathematical development, such as, how many legs does the pig have? Staff praise and encourage children's achievements and the children take pride in printing their work to display or take home. This raises their self-esteem.

Children count well individually and in group situations such as, at registration. They know how old they are and how old they will be at their next birthday. Children use language such as bigger or taller and are able to match and sort shapes in to size. They are beginning to understand concepts such as volume and capacity in sand and water play and by pouring their own drinks at mealtimes. Children are becoming very independent in their personal care and manage snack time as and when they feel ready. They understand the need to take turns and wait and generally develop useful social skills. However, there are some missed opportunities for effective learning at meal times or for staff to be role models by sitting and eating with the children. The children are friendly, helpful and cooperative; they tidy away when asked and follow instruction well.

Children use a range of small equipment with increasing dexterity and for the correct purpose, such as scissors. Outside they are developing physical skills, such as climbing and pedalling. The garden is used to its full potential to enable children to use larger pieces of equipment, tend and grow plants and dig to their hearts content to find dinosaur bones and treasure. The play house enables children to use their vivid imaginations and organise their own games.

Skilful and effective use is made of time and resources during the day to include aspects of all areas of learning and development.

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

The provision is good.

Children feel a sense of belonging because they are respected by all staff who value each child's individuality. Their key workers take time to get to know families so that they are able to meet children's individual needs well regardless of their ability or culture. The staff team has been consistent for a number of years offering stability to the children and confidence to the parents as children are cared for by staff they know well. Children are able to appreciate the multicultural society in which they live and the wider world through the range of resources and planned activities which promote positive attitudes.

The qualified staff are able to recognise if children do not appear to be reaching their developmental milestones. There is a nominated person in the nursery with additional training, knowledge and skills to coordinate support for children with additional needs when it is needed. There is a strong ethos of inclusiveness in the nursery to encourage all children to take part and make progress. Children who are bilingual attend the nursery and they are supported by the staff team and resources such as dual language books.

Children's behaviour is mostly very good; they share their resources and play cooperatively. Staff act as positive role models, speaking to children with kindness. Children settle well in to their routine and happily tidy away toys when asked. Children understand the simple rules of

the nursery, for example, walking inside rather than running. Children are occupied, busy and show concentration when completing a task. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the positive relationships which are evident between staff and parents, ensuring continuity of care between home and nursery. Children happily talk about their family. All the parents spoken to at the inspection were very happy with the care on offer and progress of their children. Parents receive a range of written information about the nursery in their brochure, policies and procedures, newsletters and notice-board. Parents are given information on the regulator Ofsted and how to make a complaint should they need to. However, the file to record complaints is shared with other documentation which may not be relevant to be viewed or maintain confidentiality. The partnership with parents and carers for nursery education is good. Written information about the Early Years curriculum is available and is also on display in the room as part of the planning. The newsletters include information on how to continue the topics at home to encourage children's learning. The observation records completed by each child's key worker are available for parents to read at any time. The nursery reinforces links with local schools, inviting teachers in to meet children about to make the transition into school. An open door policy encourages parents to come into the nursery at any time to discuss the progress their children are making.

## **Organisation**

The organisation is good.

Children's care and enjoyment is enhanced as space, time and resources are well organised to encourage children's decision making and maximise care and play opportunities. The rooms are bright and appealing to the children. The children are comfortable when at rest in quiet areas for sleep. The organisation and planning in the nursery enables children to learn and develop while having fun.

Children benefit from staff who work as a cohesive team and have a commitment to improving their working practices. Staff are encouraged to attend training which ensures they keep up to date with current childcare practice. Appropriate staff: child ratios are maintained to effectively support and safeguard children throughout the day. This contributes to children's enjoyment, achievement and ability to take an active part in the setting. Robust systems are in place for the vetting and recruitment of staff working directly with children. This ensures children are protected and cared for by staff who are suitable and have a knowledge and understanding of child development.

The record keeping systems effectively promote children's health, safety, welfare and individual needs. All regulatory documentation is in place, however, some policies and procedures require review to ensure current information is available to staff and parents to safeguard children's welfare thoroughly.

Leadership and management are good. The recently appointed manager has made some recent positive changes, in consultation and with the cooperation of the staff team. Staff demonstrate a secure knowledge of the Early Years curriculum and are involved in planning the curriculum to help children develop. Staff meet regularly to discuss children's progress. Time is organised well to ensure the staff have a planning session once a week to ensure a worthwhile programme of activities meets all children's needs. Staff understand their roles and responsibilities and the key worker system ensures children's developmental records are maintained accurately to record children's ability and achievement. The manager demonstrates an understanding of the nursery's

strengths and areas for improvement to support beneficial outcomes for children. 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**

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 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 the child protection procedure complies with those of the Local Safeguarding Children Board (LSCB) and make details and contact numbers readily available to staff
- review and update policies, procedures and documentation to include the admissions policy and risk assessment to be relevant to children under two, the medication record, complaints folder and room register to include staff

#### **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):

- organise large group activities, including meal times and story time, to enhance and foster children's individual learning needs and independence

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)