

Rosedale College Nursery

Inspection report for early years provision

Unique reference number EY363004
Inspection date 16/09/2008
Inspector Keriann Belcher / Jennifer Devine

Setting address Rosedale College, Wood End Green Road, HAYES,
Middlesex, UB3 2SE
Telephone number 020 85737103
Email sleighs@hillingdongrid.org
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Rosedale College Nursery opened in 2007 and is run by the governing body of Rosedale College. It operates from several rooms in a remodelled area of the main school building. The entrance of the setting can be freely accessed by a ramp and all rooms are on the ground floor.

Rosedale College Nursery is situated in Hayes, Middlesex, in the London borough of Hillingdon. A maximum of 30 children may attend the nursery at any one time. There are currently 55 children on roll aged from six months to under five years. The provision is registered on the Early Years Register.

The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery employs seven staff, all of whom hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Rosedale College Nursery provides an effective service for children. Children enjoy their time in a well resourced environment which captures their interest to learn. An inclusive and very welcoming service is provided by the nursery. Children's individual needs are identified quickly to meet their learning, development and welfare in partnership with parents and other organisations. The manager has a thorough understanding of continuous improvement and has good methods in place for evaluating and monitoring the service.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review and update policies and procedures to ensure children's welfare and development
- ensure emergency evacuation procedures are regularly undertaken and are applicable to the setting
- consider the organisation of large group times to ensure all children's individual needs are met
- record children's initial starting points and develop the system of assessments to enable staff to identify their progress towards the early learning goals

The leadership and management of the early years provision

Half of the staff are suitably qualified and the remaining team members are on training courses. All staff are appropriately deployed to ensure children's safety and well-being. The required documentation for the recording of accidents and medication is in place. Children's welfare is protected as there are sound policies and procedures in place, such as the safeguarding children policy which staff know

and understand. Risk assessments are undertaken regularly to ensure the setting is safe and suitable. Staff are aware of the emergency evacuation procedure for the college, but the manager has not yet devised and practised a specific procedure for the nursery.

Children benefit from a selection of healthy snacks, such as fruit and bread sticks. Drinking water is freely available if they are thirsty and is also offered at snack time.

The newly appointed manager is currently updating systems to monitor and effectively evaluate the provision. For example, the manager has put in place a line management structure to identify good childcare practice. The manager is also in the process of reviewing and updating the policies and procedures to ensure children's welfare and development. Staff know the children well and are beginning to develop links with parents/carers and other professionals to develop children's progress. Parents and carers are warmly welcomed into the setting and can share relevant information. For example, parents complete a registration form which details their child's individual needs such as healthcare, likes, dislikes and communication methods.

The quality and standards of the early years provision

The environment is very well resourced with opportunities for children to explore the world around them. A particular strength of the setting is the use of the safe garden, which children can freely access throughout the play sessions. The sensory garden has lavender, fennel and sage planted and a host of wind-chimes and plastic windmills that move in the breeze. The separate baby garden has its own lawn and sandpit, which they can crawl into or sit in. In the outdoor area there is an exciting water-play area, adjacent to the sandpit, where children can easily access water to water the plants or create different consistencies of sand. The staff have a good understanding of how to support children's learning. For example, there is a balanced range of adult-led and child-initiated activities that promote independent learning.

Children's knowledge of technology is developing well. They confidently find the nursery camera and understand how to take a photograph and to print them from the computer. Children choose if they wish to place them into their individual portfolios. Children's communication, language and literacy skills are developing through fun and exciting activities. For example, staff use two puppets called "tidy Tom and tidy Tilly" and work through issues about sharing and understanding nursery boundaries. Staff plan a daily story with the whole group of children, but as some children are currently new and unsettled this disrupts the group, resulting in missed opportunities for the more able children.

The teaching methods are good and staff are enthusiastic and spend quality time with the children. Staff are beginning to observe and assess the new children. They are aware of individual planning to enable children to progress in all areas of their development. However, these records currently contain limited information due to the new staff team and new children settling.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.