

Ruddington Day Nursery

Inspection report for early years provision

Unique reference number 253401
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Inspector Alison Edwards

Setting address Grange House, Wilford Road, Ruddington,
Nottinghamshire, NG11 6NA
Telephone number 0115 9848125
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Ruddington Day Nursery is a privately owned setting which opened in 1990 and has been under its present ownership since 1999. It is one of two nurseries run by the same proprietor in the borough of Rushcliffe in Nottinghamshire. It operates from a detached house on the outskirts of Ruddington, serving the local area and beyond. Younger children are based on the ground floor with access to ground floor changing and toilet facilities. Pre-school children are based on the first floor of the premises, with access to an additional playroom on the ground floor. There are toilet facilities on both floors, with nappy changing facilities on the ground floor. Office and staff facilities are on the second floor of the building. The enclosed grounds of the premises provide several separate areas for outdoor play. The nursery opens each weekday from 08.00 to 18.00 hours throughout the year. It is currently establishing Forest School provision, offering children hands on learning experiences in a local woodland environment.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 66 children aged under eight years at any one time, of whom all may be within the early years age group. The 135 children currently on roll are all within the early years age range. The setting is also registered on the voluntary part of the Childcare Register to provide care for older children. It currently provides funded nursery education 36 three- and four-year-olds. Including the proprietor and managers there are 24 regular childcare staff. Of these, one holds Early Years Professional status, one is qualified at Level 4, 13 at Level 3, and four at Level 2. Four staff are working towards foundation degrees, and six are working towards further qualifications at Level 2 and 3, with two staff also working towards Forest School qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Excellent organisation underpins very strong arrangements to promote all aspects of children's welfare. Children consistently show very high levels of enthusiasm and involvement in an excellent range of activities, so enabling them to make very good progress in their learning. Highly effective partnerships with parents and other agencies and early years providers support the inclusion of children with identified disabilities or individual learning needs, and promote continuity and progression for all children. There are highly effective arrangements to involve staff and parents in careful monitoring of the nursery's current practice, so leading to a clear assessment of strengths, and of further ways to build on its existing excellent practice.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further the existing arrangements for children across the age range

to experience the use of information technology to make links across all aspects of their learning.

The leadership and management of the early years provision

Leadership and management of the nursery is extremely effective. Staff appraisals and meetings are very effective in ensuring that all adults have a very clear understanding of the nursery's aims, and of their individual roles and responsibilities. Senior managers are very strongly committed to supporting staff's continued professional development, for example, through a variety of external training programmes. All staff are actively encouraged to contribute ideas to further improve existing provision such as extending children's existing awareness of healthy eating. Managers give thoughtful consideration to staff suggestions for innovation such as the introduction of ways to further extend children's confidence and learning through challenging and carefully managed use of the local outdoor environment.

Parents receive excellent information about arrangements for their children's care, for example, with regard to the management of children's outdoor experiences. A very strong two-way flow of information, knowledge and expertise between staff, parents and other professionals involved in children's care and development supports the inclusion of children with additional needs, and helps support children's transition to school. Parents and carers are very strongly encouraged to contribute their suggestions for the running of the nursery such as ideas for healthy menus, or annual evaluations of the setting's practice. They benefit from regular opportunities to share meaningful and well-documented information about children's progress with the staff who are responsible for their children's care.

Extremely clear and detailed policies, closely based on Local Safeguarding Children Board procedures, help protect children from abuse. Staff have a very thorough understanding of what child abuse and neglect mean, and of their responsibilities in the event of any concerns about a child, due to very careful induction and assessment processes. Robust recruitment procedures ensure that staff are suitable to work with children and very clearly understand their responsibilities. Excellent contingency arrangements ensure that there are always a high number of well-qualified and experienced staff caring for children, including during periods of unexpected staff absence. Children's health and safety are significantly enhanced because policies, procedures and practice are robust, individual to the setting, and implemented with a high level of consistency.

The quality and standards of the early years provision

The nursery makes exceptionally good use of the outdoor environment to provide excellent outcomes for children's welfare and learning. From an early age, children develop a very clear understanding of how to behave in ways that are safe for themselves and for others. For example, toddlers using a small trampoline in the playgrounds take off their shoes, and wait for their individual turn. Older children attending the Forest School in nearby woodland show a clear recognition of the

use of 'rainbow tape' to mark the boundary of 'their' area, and talk thoughtfully with staff about how to safely negotiate crawling under a fallen tree trunk, or use a vegetable peeler to trim up a small branch to make a fishing rod. Staff use all available expert guidance to support comprehensive risk assessments and safety measures for their extensive use of the outdoor environment. Children develop further awareness of safety within their local community through input from local services such as police and fire officers. There are excellent security systems to manage access to the nursery and to ensure that children are only collected by authorised adults. Rooms are very well organised to encourage children to safely and independently extend their skills. For example, provision of low bars and unbreakable mirrors encourage older babies' interest in extending their standing and walking skills.

Very high priority is given to promoting children's health and physical development. Children across the age range benefit from excellent opportunities to extend their skills of coordination, manipulation and movement, and enjoy using all their senses to learn about the world around them. For example, toddlers balance and move in different ways when using an impromptu obstacle course. They explore how to create different sounds with an outdoor 'xylophone' made from saucepans of different sizes and materials. There are very clear systems to ensure that all staff are well informed about any specific medical or dietary requirements to ensure these are effectively met. Children already benefit from balanced, freshly prepared menus, sometimes including fruit which they have gathered from the nursery grounds. The nursery is taking active steps to incorporate healthy meal ideas from parents, staff and children into current menu planning.

There are excellent arrangements for staff to gain a thorough understanding of each child's current interests, abilities and needs in order to plan challenging and stimulating experiences to help all children make as much progress as possible. The nursery provides a varied environment to support each child's active learning indoors and out. This consistently engages children's interest for sustained periods and enables them to play with ideas in different situations and with a variety of resources. Consequently, they make strong connections between different aspects of their learning, and develop excellent levels of understanding. For example, younger children are intrigued by 'Fred the cocoon' explaining that he was a caterpillar and will become a butterfly, and are realistic in their understanding that 'birds eat caterpillars and butterflies'. Pre-school children show very high levels of dexterity, purpose and concentration as they search for mini-beasts in the wildlife area. They very confidently use mathematical ideas of shape, size and number to compare the different creatures while carefully observing through magnifying containers in order to record what they have seen in their independent drawings. Children already confidently use resources such as simple computer games and toy mobile phones and tills. However, staff have identified the potential to further extend children's experiences of information technology to support all aspects of their learning. Staff actively encourage children to be inventive and creative in their enjoyment and response to a wide range of favourite stories and books, for example, as older children spontaneously create their own puppet show of 'Silverylocks and the three ferrets'.

Adults have an excellent knowledge of each child's individual characteristics and

needs and give extremely high priority to helping all children feel confident and valued. They are sensitive and proactive in working with parents and other agencies to help identify and meet any specific learning needs or disabilities, so enabling all children to gain as much as possible from their time at nursery. Children are encouraged to recognise and respect individual and cultural diversity, for example, through ready access to a wide and well-chosen range of displays and resources reflecting positive images of diversity. Adults use, for example, explanation and consistency to set very clear and positive expectations for children's behaviour, therefore helping children to show care and concern for each other and their environment, and helping them to show high levels of independence and responsibility. Children are therefore establishing an excellent basis for their future development and learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 requiring the provider or Ofsted to take any action 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.