

Purple Rocket Nursery

Inspection report for early years provision

Unique reference number	EY277434
Inspection date	10/10/2008
Inspector	Lynn Dent
Setting address	742 Uppingham Road, Thurnby, Leicester, Leicestershire, LE7 9RN
Telephone number	0116 2414686
Email	
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

Purple Rocket Day Nursery is privately owned. It opened in 2004 and operates from six rooms in a converted house. It is situated in Thurnby in Leicestershire. The nursery is open each weekday from 08:00 to 18:00 all year. All children share access to a secure outdoor play area. Children come from a wide catchment area as most of their parents travel to work in and around Leicester.

A maximum of 50 children may attend the nursery at any one time. There are currently 75 children from eight months to under five years on roll. The nursery currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 19 staff. Of these, 18 hold appropriate early years qualifications, four hold qualified teacher status and three are working towards a higher qualification.

The setting also makes provision for children older than the early years age group which is registered on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Staff understand that each child is unique and ensure that their individual needs are met effectively by working closely with parents. However, opportunities for parents to participate in updating their children's developmental and learning records are not yet fully in place. The nursery has started to work with other childcare provisions for the benefit of the children. However, this is still in the early stages. The setting is very aware of the need and uses detailed self-evaluations to improve practice.

The setting is well organised and staff show a genuine interest in the children. Children are motivated to learn and develop and enjoy their time at the setting. Staff plan and provide an interesting range of developmentally appropriate activities and experiences that cover all areas of learning. The setting integrates children with additional needs well by ensuring that they collate information from parents and work alongside a range of specialists.

What steps need to be taken to improve provision further?

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

- further develop arrangements to liaise with other people who supply the Early Years Foundation Stage to children
- further develop opportunities for parents to be a part of their child's learning by contributing to ongoing assessments and records of their learning achievements and abilities

The leadership and management of the early years provision

Children's welfare, care and safety are promoted well because the nursery is committed to providing and supporting staff to update their knowledge and skills through training. As a result staff are qualified and some are undertaking additional training to reach a level 3 or higher qualification. Staff can clearly explain how they plan and implement the Early Years Foundation Stage which ensures that children make progress in all the areas of learning and development. Robust recruitment and induction procedures ensure that suitable staff care for the children. Children's welfare is protected effectively because staff have a clear understanding of the indicators of child abuse and are confident to report these in accordance with the settings internal procedures and the local safeguarding requirements. Children's safety is maintained well because the staff are vigilant in locking gates to stairs and also exterior doors. Comprehensive risk assessments procedures show that identified hazards are quickly rectified or removed.

All required policies and procedures are in place and are regularly reviewed to ensure they are effective. The management at the nursery have good systems in place to monitor and evaluate the provision, these include a self-evaluation procedure which has led to identifying areas for improvement. For example, they have adapted and implemented record keeping to show how children are achieving and to identify their next steps as part of the Early Years foundation Stage. All recommendations made at the last inspection have been fully implemented and demonstrate the nursery's commitment to improving its service for all children.

Good working relationships with parents are in place. They receive a wide range of information about the settings policies and procedures. Systems are in place to ensure staff are regularly updated about children's changing needs, these include informal discussions and daily diaries. However, opportunities for parents to have input into their children's learning and developmental records are not fully in place. Consequently, information about their child is not always used effectively to enable staff to fully promote the outcomes for the children. Discussions with parents show that they value the daily diary and discussions with their child's key person. Comments from parents include 'My child is thriving' and 'I am very happy to leave my child with friendly staff who know him well'. The nursery has taken some steps to liaise with schools that children will move to when they leave the nursery. However, a few children attend different settings for some of the time and the links with these settings are not yet fully in place to enable staff to fully deliver an effective and individual experience to all children.

The quality and standards of the early years provision

Children's welfare, learning and development are effectively promoted because experienced, qualified staff are engaging them in appropriate play and purposeful learning experiences. Staff show a genuine interest and are clearly dedicated to enhancing the learning and development of all the children. As a result children are very happy and respond positively to staff.

Staff encourage the children to develop excellent hygiene procedures through out the day. Children have a very clear understanding of how to promote their good health and the importance of a healthy diet. Staff are vigilant in protecting children from the risk of cross contamination as they wear gloves and aprons when changing nappies and wipe down tables so cleanliness is maintained. The benefits of exercise are promoted as the staff discuss this with children and use planned activities and dance to effectively support this. Children enjoy daily outdoor play and have access to a wide range of resources which develop their physical skills, for example, bikes and other ride on toys. Their hand eye coordination is promoted by using developmentally appropriate toys and craft resources. As a result younger children can press buttons on toys and older children are confident to use pencils, paint brushes and cutlery. Drinking water is readily available to children so they can keep themselves hydrated. This shows they are aware of their bodily needs. Children benefit because they receive a nutritious diet which is freshly cooked on the premises each day. The cook and staff are aware of children's individual dietary requirements. Consequently, these are met.

Children are encouraged to learn about keeping themselves safe during daily routines, for example, they know that they must hold the hand rail when using the stairs so that they do not fall. Staff ensure that children have independent access to a good range of resources which support their play and learning well. All children are encouraged to independently select their own activities and resources. For example, children are drawing pictures, others are choosing which jigsaws to complete, some are painting. Babies independently move around the room to access a good range of developmentally appropriate toys which they explore. This is shown as babies smile while making a noise as they bang together plastic containers. Children aged 1-2 years enjoy looking at picture books which staff use well to talk about what is in the picture and promoting their language skills. Children become confident communicators from an early age as staff echo babies babbling and adapt this to introduce simple words and sentences as they children develop.

Good organisation of the day, activities and the stimulating environment means that all children learn through play and other exciting ways. For example, children are learning about bats. The staff plan an activity in the garden for children to walk through the trees known as 'The foggy forest' to find templates of bats. As they find these the staff encourage the children to count how many they find and to use torches to shine on the bats to make sure they have the correct number of ears and wings. Children are keen to participate in adult-led experiences and also develop these themselves. This is shown as children are learning about space. They bring toys and resources from home which are linked to the topic and talk to their friends about what the toy does. Later in the day they share a story about aliens and create their own paintings to show these. All children have time to initiate their own activities and to extend the activities provided. Consequently, they are stimulated, engaged and making good progress in all areas.

Staff understand the needs of individual children well and use information from parents and their own observations to identify the children's starting points. This ensures that they can build on their strengths and interests. Ongoing assessments of the children's achievements ensure that their next steps are identified and each

child's experiences promote their individual development and learning. The provision for children with additional needs is exceptional. Detailed information is collected from parents and specialists visit the nursery weekly to work with the children and the staff. As a result the children are taking important steps to reach their full potential. Staff make sure all children have access to a range of resources which promote positive images and understand how to adapt activities to meet the needs of all children. Some staff are bi-lingual which means that children who do not speak English are effectively supported. Good planning is in place which covers all areas of learning and enables staff to differentiate the activities for the children in their care. As a result children's uniqueness and individuality is promoted well.

Children are sociable and show good manners as they take turns to listen to their friends speak during circle time. Staff use phonics well to increase older children's awareness of linking letters and sounds. For example, they use the letter 'B' to help them learn words for pictures in a story. As a result most children can identify their names and older/more able children are able to write these. Younger children are encouraged to develop independent mark making and writing because access to resources to support this are readily available. Children practise and develop simple problem solving daily and can easily identify and order numbers. Staff effectively support children's learning by asking questions which encourage them to think. Children feel valued because they receive lots of praise. As a result they have good self-esteem. Children also receive stickers and explain why they have these as they proudly show their friends and other staff. Children's knowledge and understanding of the world is promoted well through celebrating a wide range of festivals, looking at different topics such as transport and the seasons by exploring the outdoor environment at different times of the year. Children's creativity is effectively supported by activities such as painting, junk modelling and making hedgehogs from clay. Younger children use their senses well as they engage in messy play, for example, corn flour and shaving foam.

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?	Outstanding
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Outstanding
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory 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 made to Ofsted since registration or 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.

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.