

Rendlesham Day Nursery

Inspection report for early years provision

Unique reference number	EY300980
Inspection date	23/02/2009
Inspector	Deirdra Keating
Setting address	162 Acer Road, Rendlesham, Woodbridge, Suffolk, IP12 2GA
Telephone number	01394 420581
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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).

Description of the setting

Rendlesham Day Nursery is privately owned and managed. It opened in 2005 and operates from a converted building. Children have access to an enclosed outdoor play area. The nursery is situated in a Rendlesham, Suffolk. It is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 54 children may attend the nursery at any one time. There are currently 55 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities and the setting have strategies in place to support children who are learning English as an additional language.

There are 21 members of staff, 19 of whom hold appropriate early years qualifications. The nursery provides funded education for three and four year olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The strong management team ensure that staff are well qualified, suitable and written procedures work well throughout the nursery. Children are inclusively welcomed and have their individual needs met through the sharing of information with parents and other professionals. The nursery has been furnished well to give a fresh and welcoming environment with a wide array of resources and activities from which all children can actively learn and progress. The management team are aware of the areas for improvement, and working with the whole staff team constantly strive to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the information gained from parents of children's starting points to evaluate their progress towards the early learning goals.

The leadership and management of the early years provision

The management of the Early Years Foundation Stage is promoted by the efficient maintenance of effective policies, procedures and record systems which are maintained extremely well by the conscientious manager. The manager and two directors work cohesively with the long serving staff team to provide a high quality service that has children's best interests at heart. The staff are well qualified and the management team foster staff's professional development well. Staff take pride in their areas of responsibility and access training according to their personal interests. Consequently, children are cared for very well by motivated and happy

staff, who stay at the nursery providing good continuity of care.

The manager greets parents and children personally in the morning to provide a welcoming service, extra security and ensure that key information relating to each child's needs is relayed to the appropriate staff. The manager is always available to discuss any concerns parents may have; this approach works well, parents are extremely pleased with the nursery and particularly the two-way flow of communication which reassures them. The nursery also has developed effective links with other providers to promote the integration of care and education. Staff who collect children from other provisions carefully record information to ensure each child's needs continue to be respected which promotes good continuity of care. Written policies underpin practice well and are referred to regularly, for example, when there is a small outbreak of a communicable illness the staff refer closely to their policy and are vigilant and careful to ensure children are not at risk of cross infection. Children are also protected from potential harm by a robust recruitment system and staff who have clear knowledge of safeguarding procedures.

Good effective steps are taken by the nursery to evaluate its provision for children's welfare, learning and development. Self-evaluation takes into account the views of staff and parents and clearly highlights the provisions' strengths and weaknesses. There is a strong commitment to improvement and plans for the future are well targeted to improve outcomes for children. A change of rooms has been well thought through and planned to promote older children's access to the outdoor area. Parental questionnaires have also been used to plan for improvements, for example, a climbing frame has been purchased for the outdoor area following parental feedback. Parents also gave their views regarding menus cycles which have been reconsidered and menus adjusted. Parents' views are clearly valued and used to update practice, this shows the nurseries commitment to reflect the needs of its service users and strive to continually improve.

The quality and standards of the early years provision

Children are provided with excellent opportunities to help them make extremely good progress across all areas of learning and development. The equipment is eye catching and colourful encouraging children's exploratory play and active learning and the environment is clean and reassuring. The babyroom is decorated with children's photographs which are displayed at children's level giving each child a point of recognition and sense of belonging. A range of information is collected on admission to ensure that children's welfare needs are met well and their home routines are recorded. However, this does not incorporate enough about children's abilities in order to determine their starting points. The planning cycle works extremely well with staff using their secure knowledge of the individual child to plan activities that stimulate them. All children are observed and these observations are used to inform the plans and provide activities that children have recently requested. Children's learning is recorded through photographs and observations that are shared with parents during open-evenings and collated into 'learning journeys'. There are a very good range of adult-led and child-initiated

activities and staff interact extremely well with children through play and talk to them about what they are doing. They use open-ended questioning to provide further challenge and to encourage children to think critically and creatively. Children's individual needs are met by flexible and sensitive staff who ensure schedules and resources flow with children's needs. For example, young children who are experimenting with throwing are directed to the ball pool where they roll balls and learn to throw safely.

There is good provision for access to the outside learning environment, where children enjoy activities and experience the different elements as they play in the rain and snow promoting fresh air and exercise. They learn about road safety outside where staff provide real experiences for them to understand the meaning of traffic signals. Children are encouraged to eat healthy nutritious food and thoroughly enjoy meals that are freshly prepared on the premises using locally sourced ingredients. Babies begin to use cutlery at meal times and gain a sense of independence through the acquisition of these skills.

Children respond positively to challenges as they have extremely good relationship with the staff and feel confident to try things out. Young children explore the properties of flour and water adding colour and mixing them together. They happily stir the mixture as they sit on the floor and observe it dripping from their spoons. Children pour in colours which marble together providing a talking point from which children develop new words as they describe what they see developing their language for speaking. Children confidently initiate conversation as they introduce their 'special Billy' who is a large soft doll who has been named by the children and visits their homes at weekends. Children adore 'Billy' dressing-up in his clothes as 'proper Billy's' and using him as a special friend, this helps children express and name their feelings. Staff use the novelty and popularity of 'Billy' to demonstrate good hygiene practises such as hand washing. Children confidently explain about Billy's weekends as they look through 'Billy's' book where excellent links to children's home lives are fostered through photographs and diaries of 'Billy' enjoying weekend events with the children and their families.

Children's behaviour is extremely good and adults use excellent strategies; golden rules are displayed for older children who have been actively involved in writing them illustrating them with their drawings and giving children ownership and meaning to the running of the nursery. Children are all given support to ensure they make progress, staff recognise the strengths of professional relationships in creating an approach that best meets the needs of individual child. The designated Special Educational Needs Coordinator works hard to ensure that the nursery works in partnership with parents and carers. Resources have been carefully developed to ensure all children can make choices about their play, for example, staff go through activities as children arrive using coloured laminated cards of all available resources and activities. Pictures and other resources on display show the nursery's positive attitudes to disability, and to ethnic, cultural and social diversity. This helps children and families to recognise that they are all inclusively valued.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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.