

Ridgemount Cottage Nursery School

Inspection report for early years provision

Unique reference number 101517
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Inspector Angela Cole

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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 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

Ridgemount Cottage Nursery School opened in 1993. It is privately owned and is situated in Brockworth, a residential suburb on the outskirts of Gloucester. The nursery serves the local area. It operates from six rooms and an extension in a refurbished outbuilding in the grounds of a thatched cottage. The baby unit is situated on the first floor with no lift access. Children use an enclosed outdoor area for their play. The nursery opens each weekday all year round from 08.00 to 18.00, except for bank holidays. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 46 children may attend the nursery at any one time. There are currently 49 children in the early years age range on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities and a number of children learning English as an additional language. There are 15 members of staff, of whom three have teaching status, one has a degree in Early Childhood Studies and six hold appropriate early years qualifications. There are two members of staff gaining a qualification and one is working towards an early years degree. The setting provides funded early education for two, three and four-year-olds. Operational links are in place with other early years providers.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff recognise each child as special, offering care based on their own individual needs so that all children are supported effectively and enjoy experiences which stimulate them. As a result, they make good progress in their learning and development, though organisation of the day and resources does not maximise children's focus through independent learning. The children's welfare is satisfactorily promoted to foster their health and safety, though risk assessment records are not complete and procedures concerning health are not securely in place. Through some daily links with parents and carers, staff strive to satisfactorily share information about the provision and children's activities, while partnerships with agencies and other providers involved in the children's care help to support their welfare and well-being. The setting has sound capacity for continuous improvement as staff attend in-depth training and the management is concerned to evaluate the provision for children.

What steps need to be taken to improve provision further?

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

- emphasise food hygiene in training for all staff regarding all who are involved in the handling of food and ensure baby mats are frequently cleaned
- consider the nursery routines and presentation of indoor and outdoor resources to provide well-planned experiences to support children's spontaneous play and current interests to increase their concentration and independent learning

- continue to improve the two-way flow of information with parents to promote a shared understanding of children's individual needs and opportunities to involve parents in practical ways to support their children's learning and development.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written permission from parents before administering medication to children and inform parents about every accident or injury sustained by the children (Safeguarding and promoting children's welfare) 22/04/2009
- assess all the risks to the youngest children, including those in relation to furniture and use of displays, and take action to minimise these (Suitable premises, environment and equipment) 22/04/2009

The leadership and management of the early years provision

Children benefit from strong management concerning the programmes for training new and existing staff and to encourage regular communication between adults. Most required documents are in place, though signed consent for the use of medication is not always obtained and evidence does not show that parents are always informed about children's accidents. Children are, overall, effectively safeguarded. The suitability of adults is checked when staff are appointed and the management is aware that this requires ongoing attention. Policies and procedures are generally effective, including complaint procedures, and the nursery works in partnership with parents, for example, with regards to front door security. Risk assessment of the premises are reviewed annually and staff are involved by bringing day-to-day requirements to the co-owners' notice so these are dealt with immediately. Outdoor and indoor spaces, furniture, equipment and toys are suitable and mostly safe as these are covered by the risk assessment, except for the suitability of different types of seating and of display methods in the rooms for children under two years. Staff are vigilant, especially when children are outdoors so that children are kept safe. Adults effectively understand safeguarding issues and procedures so that children are well protected during their time at the nursery.

Self-evaluation and steps taken to improve are sound as the nursery is working towards achievable goals for developing the educational provision for children. Senior staff frequently meet on an informal basis and any views expressed by parents and children are taken into consideration. The previous action has been fully implemented so that the indoor premises are secure for children. The nursery has partially implemented recommendations from the previous inspection. Children's nappies are now changed according to individual need and not the nursery routine so their health care has improved. There has been some increase in the range of experiences offered to babies and young children through varied planning and rotation of resources, while some craft resources are stored at a

lower level in cupboards. As a result, children have improved encouragement to create spontaneously though essential items, such as paint, are still not freely available to children as appropriate for their stage of development. Where appropriate, the setting has strong links with agencies supporting individual children and adults welcome visiting staff from the variety of schools which children go on to attend. The nursery strives to build up relationships and communicate with individual families about their children and their development. However, a two-way flow of information is not always achieved with parents to promote a shared understanding of children's individual needs, for example, through regular use of pictures and photographs. Parents are offered some opportunities to be involved in practical ways to support their children's learning, for example, by providing details about the children's family life for a project on 'Ourselves'.

The quality and standards of the early years provision

Children gain from the staff's growing understanding of the Early Years Foundation Stage learning and development requirements. As a result, they make good progress towards the early learning goals in relation to their capabilities. Staff are confident in helping children to learn both in and out of doors. Conscientious planning ensures that children enjoy, and are suitably challenged by, the learning experiences provided. Based upon thorough and accurate observations, many activities are well matched to the range of children's needs, so that all can succeed. Children are regularly encouraged to discuss their work with adults who are attentive to their play to support learning. Children are active learners as they create and use their initiative, for example, to print with vegetables and to refer to a book about a snail they have found. There is an effective balance of adult-directed tasks and child-led play. Children may leave activities, such as letter tracing, when they wish and large circle times retain attention, though nursery routines sometimes interrupt their concentration. Children gain confidence to work independently and with each other. Their particular interests are sometimes developed, for example, as they organise role play at the 'doctors' surgery' and write their names in the 'appointment book'. Relationships are being developed to support parents and carers in helping all children to succeed. Overall, the provision enables children, including those with learning difficulties and/or disabilities, and those who are learning English as an additional language, to make good progress towards the early learning goals in relation to their starting points.

The nursery soundly promotes the welfare of the children attending. Children are given opportunities to learn to keep safe as they take part in fire drills and negotiate stairs or the challenging adventure trail. The children's health is satisfactorily promoted as they gain understanding of the importance of outdoor play in the fresh air and learn hand washing techniques and about healthy foods. Most steps are taken to prevent the spread of infection, although children and adults do not always wash their hands before their snack and flooring covers used for babies are not washed as frequently as possible. Children are encouraged to relate well to each other so they play with their friends and include younger ones. Pre-schoolers respond to the expectations of those who work with them so they are, for example, willing to help tidy the playroom. They have regular opportunities

to decide what to play with and make some choices about indoor and outdoor resources to promote spontaneous play and independent learning. Children gain skills that will contribute to their future economic well-being. They begin to explore adult emotions and solve problems together and as they role play, including sorting out disagreements to arrange a 'picnic'. The staff are positive role models for children with their calm and friendly manner. The children follow this lead and learn how to be well behaved.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
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

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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