

Ringwood Day Nursery

Inspection report for early years provision

Unique reference number

EY297237

Inspection date

19/05/2009

Inspector

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Setting address

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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

Ringwood Day Nursery is privately owned and opened in 2005. It is situated in a residential area of Poulner, Ringwood. The whole of the premises is used and there are three secure outdoor play areas. The nursery serves the local and wider community.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 70 children aged under eight may attend the nursery at any one time, of these 70 may be in the early years age group. There are currently 118 children on roll, all of whom are in the early years age group, and of these 46 children receive funding for nursery education. Children attend for a variety of sessions. The nursery operates Monday to Friday from 07:45-18:00 for 51 weeks of the year.

The nursery employs 17 staff who work with the children, of these staff, 15 including the manager, hold appropriate early years qualifications. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are confident and settled in the welcoming and child-centred nursery environment. They actively participate in a broad range of quality activities and play opportunities. Staff implement effective procedures to share information with parents and early years settings to ensure they have up-to-date information on children's individual welfare and learning needs. The setting has successfully addressed the previous recommendations and has some good systems in place to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that the observations and assessments are used consistently throughout the nursery to inform the next steps in children's learning
- ensure that children's health is promoted consistently throughout the nursery

The leadership and management of the early years provision

Highly effective systems ensure that management and staff foster excellent relationships with parents and carers. They successfully communicate using a wide range of systems such as daily diaries, e-mails, parent questionnaires, newsletters and informal daily discussions. All parents are encouraged to be involved in their children's learning and development. For example, parents complete settling in sheets and are encouraged to attend nursery sessions sharing their skills. They

share information about children's progress at home and this is used to inform children's profiles. Highly effective systems are in place to share information with other early years settings that the children attend. Parents state that they are extremely happy with their children's progress. They feel that staff are very good at communicating and know their children individually. Parents report that they are very pleased with the excellent range of activities available for their children to participate in.

The management and staff have implemented various systems to monitor and evaluate the whole provision. They have recently been awarded a gold award for 'Investors in Children'. All staff are involved in assessing the setting's strengths and areas to improve. For example, one of the outdoor areas is being transformed to create more physical challenges for all the children. Regular staff meetings throughout the nursery provide opportunities to review activities to ensure that they are meeting all children's needs. Management have input into these meetings to ensure a consistent approach throughout the nursery. All staff take part in appraisal system and this is used to identify any training needs and recognises good staff performance.

Rigorous and robust recruitment and vetting procedures ensure that all staff are suitable to work with children. Staff demonstrate clear knowledge of how to safeguard children through their knowledge of child protection and comprehensive risk assessments identifying any safety issues. These are addressed to ensure that all areas of the nursery are safe and secure.

The quality and standards of the early years provision

All children throughout the nursery are comfortable and settled in their playrooms. Their independence is promoted in all areas of the nursery. Staff interaction is good as they actively participate in the children's play and learning, offering good levels of support as required. Children choose from a range of age-appropriate resources in each room. Staff rotate activities with the younger children. Older children have the opportunity to free flow between the well resourced play room and the garden area. Staff schedule in opportunities for younger children to use the outdoor areas at various times during the day.

Staff plan and provide a range of creative activities where babies and younger children explore various materials and mediums such as paint, custard, shaving foam, sand, jelly and water. Younger children have their own designated play area which provides a wide range of resources to support all areas of their development. However, on occasions staff choose to use other outdoor areas to vary their environment but they are not sufficiently resourced to support children's learning.

Older children's interests are well supported and linked to activities and play opportunities. For example, some children had visited Disneyland and wanted to make a castle. Staff provided a range of materials including ice cream cones, sponge biscuits and wafers for the children to construct their own castle. They mixed icing sugar and used this as a form of cement. Other children show interest

in space and super heroes. This was supported and the children learnt about planets culminating in them creating their own excellent wall display. Staff hold planning meetings with the children to ensure that their ideas are used effectively to promote children's learning. Several children work together to devise simple rules when they are engaged in role play. Children are confident and enjoy telling a visiting adult all about their nursery. They show them various photo albums and books that they have created. Older children use a video camera and a digital camera to record their achievements and their time at the nursery.

Staff complete observations throughout the nursery and use the information to inform the next steps in children's learning. This is particularly successful with the older children. However, some staff working with the younger children are less confident which at times results in inconsistencies in babies and younger children's learning.

All children participate in physical activities to increase their fitness levels and promote their awareness of healthy lifestyles. Children are encouraged to follow good hygiene practices and routines. This is not always consistent throughout the nursery. For example, some staff do not always remind children to cover their mouths when coughing. Generally there are effective procedures to limit the spread of cross infection. Toy and general cleaning is undertaken regularly. However, on occasions when children independently wash their hands after painting, staff do not notice when other children are reluctant to use the paint covered basins and that the paper towels have run out. Children's awareness of keeping themselves safe is promoted through discussion and staff gently reminding children about particular issues such as encouraging the younger children not to climb on the furniture.

Children have excellent opportunities to learn about the wider world. They meet a wide variety of visitors who share their skills and this helps children develop links in the community. For example, they explore the cockpit of a Harrier jump jet, a Samba band visits and children join in with the dancing. A local reptile centre attends with a variety of animals which the children can hold and observe. Children's behaviour is good throughout the nursery. Staff are positive role models in the way they speak to the children and each other. Children are encouraged to follow simple rules and good manners are promoted.

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? | 2 |
| 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? | 1 |
| 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? | 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? | 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