

Roselands Community Nursery and Playschool

Inspection report for early years provision

Unique reference number	EY279562
Inspection date	26/02/2009
Inspector	Ronald Hall
Setting address	Porlock Way, Paignton, TQ4 7RH
Telephone number	01803 525620
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

Roselands Community Nursery and Playschool registered in 1992 and is situated in the grounds of Roselands Primary School. The nursery has been developed through the Neighbourhood Nursery Initiative. At the time of the inspection, the setting was registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of 57 children aged under eight years at any one time. The setting is open each week day from 08:00 to 18:00. There are currently 161 children aged from seven months to under eight years on roll. There are 125 children of Early Years Foundation Stage age. The provision is in receipt of funding for early years education. The setting has access for those with disabilities. The setting is managed by a voluntary committee and two co-managers and employs 20 members of staff. They hold appropriate early years qualifications. The setting receives support from Torbay Early Years Childcare Services and is a member of the Pre-school Learning Alliance. It has links with Roselands School's Early Years Foundation Stage provision and other similar provisions in local schools.

Overall effectiveness of the early years provision

Roselands Community Nursery and Playgroup is an outstanding provision. The purpose built facilities and highly trained staff combine to create an excellent environment for children's learning and development and welfare. The provision meets the needs of all the children and is fully inclusive. There is outstanding capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- enable parents to be more involved in the initial assessments of the children so that the setting can plan even more effectively to meet children's individual needs

The leadership and management of the early years provision

The highly effective self-evaluation comes from the outstanding leadership and management of the provision. Weekly meetings are used to evaluate the work of the provision, make changes for improvement and disseminate good practice. There is a very robust understanding of the children's skills and abilities through each phase of the children's learning and development. Leadership and management are currently developing ways in which to involve parents more in helping staff to assess children's skills and abilities when they first start so that everyone has a clear picture of what needs to be done in the setting and at home to help children make the next steps in their learning and development.

All statutory documentation and procedures are in place and fully implemented. The children's welfare and safety are paramount resulting in excellent systems to ensure the children are kept safe, with all doors secure, good external fencing and CCTV camera systems. All fire drill logs and registers are kept up to date and children are safe because they know how to respond appropriately. Staff are fully trained in child protection procedures. Risk assessments are robust and staff and parents are fully aware of emergency procedures.

Parents are fully supportive and feel the provision provides an excellent standard of learning. The friendly and approachable staff build excellent relationships with the children, which engender happiness and a feeling of being safe. One parent stated, 'The staff are brilliant at ensuring the children are safe and enjoying their learning'. Parents feel fully informed of their child's progress and are a close partner in their learning.

Leadership and management use the close links with the school's Early Years provision, and with other settings, to inform and improve their practice, as well as giving the children in both establishments the opportunities to work together.

The quality and standards of the early years provision

Children love coming to the setting because it is a vibrant and stimulating environment from the moment they enter. A wide range of resources and activities are well planned and available for them. Children clearly demonstrate their enjoyment through the happy and excited way that they undertake activities. Their outstanding relationships with the staff encourage the children to always strive to do their best.

Children's learning and development is extremely well developed in all parts of the setting. The outdoor areas both mirror and extend the indoor areas with a wide range of large play equipment from which children can freely choose. Children's early literacy skills are developed well, for example they enjoy mark making in a variety of ways, using pens on paper and a range of coloured chalks on the paved areas. Children confidently discuss the shapes and letters they create. Children use a range of musical instruments to play various tunes and adults take advantage of their interest to engage in in-depth conversation with them about their experiences. The play house encourages excellent imaginative skills and promotes children's ability to socialise and co-operate with one another. For example, children explained to the inspector that they were playing families. They had a mummy and daddy, brothers and sisters and were cleaning the house, as it was the day before Christmas and it had to be clean. Organising themselves into the various characters they played very well together, ensuring all the various jobs were completed. Another activity observed during the inspection involved a group of younger children painting outside on a large sheet of paper. Totally excited about trying out a range of ways to paint, they used their imaginations to create a range of characters for themselves. One child held up his red painted hands and roared; 'I'm a lion-raaaaaaaa!'. Children demonstrate excellent physical skills, having a wonderful and exciting time throwing, stopping, rolling and kicking a ball

very competently to several adults, who encouraged and modelled ways for children to improve their skills further.

Excellent planning, assessment and recording systems ensure the learning and development and welfare needs of all children are met, as well as covering all the areas of the Early Years programme. Planning ensures excellent coverage of the Every Child Matters Agenda, with children's enjoyment and developing a feeling of safety being high priorities. Staff take great pride in knowing the children well and regular team meetings ensure all staff are fully aware of the needs of all children. They use every opportunity to develop children's language skills, promote their social development and encourage their growing independence and confidence.

The imaginative way in which the staff organise all indoor and outdoor areas of the provision, provides challenge and interest to the children's learning. Children use the grounds very well and have exciting opportunities to learn about the wider world. Lunch times provide a social occasion to develop interpersonal skills, as well as reinforce children's understanding of healthy eating, hygiene and safety. Children bring lunches from home, ranging from packed lunches to meals, which the staff heat up for the children. The children happily explain why their lunches are healthy and that in many cases they had chosen their lunch. Children's contribution to the community is outstanding. Their behaviour, manners and attitudes towards each other and adults is outstanding, with the majority of children always using please and thank you. They are extremely well prepared for the future.

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?	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?	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?	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 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 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.