

# Rossendale Nursery and Baby Unit

Inspection report for early years provision

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**Unique reference number** 309707  
**Inspection date** 23/07/2009  
**Inspector** Wendy Fitton

**Setting address** York Street, Clitheroe, Lancashire, BB7 2DL

**Telephone number** 01200 423 244

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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

Rossendale Nursery and Baby Unit registered in 1997. The nursery is privately owned and provides full day care for a maximum of 69 children from birth up to five years on the Early Years Register and the compulsory part of the Childcare Register. The premises are a Victorian detached property situated in the Clitheroe area of Lancashire. The nursery is open from 07.30 to 18.00, Monday to Friday for 51 weeks of the year. There are currently 52 children on roll and of these, 18 receive funding for nursery education.

The building is two-storey. On the ground floor there is a separate baby unit for six children from birth up to 15 months. A second room for six children aged from 15 months up to two years. The third room caters for children aged from two years up to three years. All the areas are on the lower level, with access to a messy play and dining area which leads to a newly renovated outdoor area. There is a kitchen on the lower floor. On the upper level, pre-school children use a quiet playroom, a book area and a messy room. All children are able to access a physical play area on the upper floor. Each group of children have access to bathroom and changing facilities and there are staff facilities and an office on the first floor.

There are 12 staff in total and this includes the owner, manager, deputy manager and nursery staff. All nursery staff have appropriate child care qualifications. A housekeeper is employed to cook and clean the premises.

## Overall effectiveness of the early years provision

Overall the provision is good. The nursery provides a very welcoming and fully inclusive environment where children enjoy their time, are safe, well cared for and make good progress in their learning. Effective communication systems within the nursery ensure all staff are constructively involved in self-evaluation. Plans for the future are well documented to implement further improvement. Partnerships with parents are positive and parents are encouraged to be involved with all aspects of the provision.

## What steps need to be taken to improve provision further?

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

- develop a system to formally share children's assessment records and profiles with parents.

## The leadership and management of the early years provision

The management and all staff work effectively as a dedicated team to provide good quality care and education for children. There is active involvement of all the staff team in the evaluation process and staff meetings are used to discuss and

disseminate their ideas and practice. Information from parents' questionnaires is audited and takes account of their views and opinions of the nursery. The nursery identifies the strengths and weaknesses and targets any actions needed for improvement. The nursery has responded positively to the recommendations from the last inspection. This has impacted on children's health and well-being in relation to healthy snacks and developing children's independence and decision making.

Children's needs are well met, through the maintenance of effective policies and procedures required for the safe and efficient management of the provision. Documentation is well organised, up-to-date and is reflected in practice to promote all aspects of children's needs. There are robust recruitment and vetting procedures which maintains the suitability of staff and promotes the children's safety and protection. Staff know and understand the safeguarding procedures and what to do in the event of any concerns. Staff are qualified, experienced and deployed effectively to meet the wide range of ages and development needs of the children attending. Good quality risk assessments ensure effective actions are taken to manage and eliminate risks on a regular basis.

Parents and carers receive comprehensive information about the setting which includes daily communication through diaries and verbal feedback. Parents have been asked to complete questionnaires regarding issues around the nursery. Parents are comfortable in speaking to staff and positive dialogue is evident. They are encouraged to participate in the 'pop in and play sessions' as well as home liaison sheets for older children. There are parental involvement sheets for the Early Years Foundation Stage (EYFS) and all policies and procedures are displayed on the notice boards with planning, routines and activities. There is extensive information on the parent's notice board including health promotion information and local community information. They are made aware of their children's individual development and progress but this is not formally shared with the key worker through children's profiles.

## **The quality and standards of the early years provision**

All staff have good knowledge of the learning and development requirements and are confident in helping children to become active learners. Key workers plan activities and experiences for their individual children according to their observations and what children are interested in. Children play freely and access a well planned environment, that is tailored to meet the areas of learning and enables the children to make decisions about what they want to do. Children respond to the routines and rhythms of the day and are confident and secure in their own environment. Staff observe children at least once a week and there is a learning journey sheet in the children's profiles that link to the areas of learning. There are clear links to the aspects of the early learning goals and how children are supported. Children's next steps of learning are identified and used to plan for their individual development needs. Children's starting points are identified through the 'all about me' information that is gathered from parents.

Children are learning to share, take turns, use manners and play sociably and

cooperatively to develop their personal, social and emotional development. Babies are encouraged to be independent as they feed themselves, take their shoes off and begin to recognise their own needs for a drink or personal needs. All children respond to positive praise and encouragement from staff and the environment is welcoming and children are familiar with the routines. Children enjoy listening to stories and follow the theme of it. They are encouraged to point out simple objects and say the word. Staff use repetition to support children's speech and language development. Children talk about their families and share their news and interests. They can see labels and letters on everyday furniture, posters and displays. They listen to story tapes and follow the instructions on the computer. Children mark make with different pens, pencils, crayons and paints. There are lots of opportunities for children to explore and investigate using their senses. For example, sensory materials, silks, fabrics and collage materials. Babies explore the treasure baskets and natural materials. Children problem solve as they make jigsaws, sort shapes, colours and tidy away equipment into the different storage containers. They count during everyday situations when having snack, lining up to go outside and they learn about size, capacity and measure using different size containers in the sand, water, jelly and gloop. Children discover their senses when they play with the scented bottles and fragranced materials. They make music with the instruments and move creatively to songs as they use shakers and ribbons. Children develop their imagination in role-play as they dress up and play in the home corner. Babies imitate actions they observe as they clap and wave and learn about their own personal needs through nappy changing, feeding and drinking. All children access fresh air and physical outdoor play and move freely and safely around the areas. They develop their hand and eye coordination as they use one handed tools to cut with scissors, dig, scoop and pour in water, sand and soil.

Staff are fully committed to good quality care which actively promotes the children's health and well-being. They have good knowledge of safeguarding children and the procedures to follow. Children know about the safety rules and boundaries, the importance of good hygiene and have adopted healthy habits. Children behave well and good behaviour is encouraged through constant praise and recognition. Staff are good role models to children and work consistently in managing any challenging behaviours. Staff teach the children about what is right and not right. Children are well occupied, interested and motivated and they enjoy their time at nursery. There are positive relationships with their key staff and other children. Children are involved in experiences that help them to respect and value differences and the importance of inclusion.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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