

Ramsey Day Nursery

Inspection report for early years provision

Unique reference number EY387217
Inspection date 09/09/2009
Inspector Emma Bright

Setting address Ramsey Day Nursery, 41 Great Whyte, Ramsey,
HUNTINGDON, Cambridgeshire, PE26 1HH

Telephone number 01487 710 422

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Ramsey Day Nursery is one of two provisions run by Davidson - Roberts Ltd. It opened in 2009 under new ownership and operates from a converted house in the centre of the market town of Ramsey, Cambridgeshire. The nursery is open five days a week from 7.30am to 6.00pm all-year-round. All children have access to an enclosed outdoor play area.

A maximum of 56 children may attend the nursery at any one time and there are currently 91 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 22 children receive funding for early education. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Children come from the local area. The nursery currently supports a small number of children with special educational needs and/or disabilities and also supports children who have English as an additional language.

The nursery employs 13 staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time and make sound progress in their learning and development. Staff provide a warm and welcoming environment; they form positive relationships with parents and other carers so that children's individual needs are suitably met. The environment promotes children's welfare and all of the essential documentation is in place to promote their health and safety. Systems to monitor and evaluate the provision are in place and are evolving.

What steps need to be taken to improve provision further?

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

- develop further practitioners' knowledge and understanding of the areas of Learning and Development so that they can confidently support and extend each child's learning
- develop further the use of children's assessment records so that they can be used effectively to inform planning, identify next steps in children's learning and build on what they already know
- develop the outdoor space further in order to support children's learning in a rich and challenging environment. Where possible link the indoor and outdoor environments so that babies have more opportunities to play outside
- consider how routines, resources and the use of indoor space can be organised so that children can further develop their independence skills and make choices about their play across the areas of learning
- develop an effective system for monitoring and evaluating the early years

provision in order to maintain continuous improvement, taking into account the views of children, parents and staff

- revise documentation to ensure that all policies and procedures are clear and up-to-date.

The effectiveness of leadership and management of the early years provision

Robust recruitment and induction arrangements in place ensure staff who work with children are suitable to do so. Staff demonstrate a good knowledge and understanding of safeguarding children procedures and help children to understand how to keep themselves safe. The new management team provides sound leadership and has a positive approach to continuing improvement which enables staff to work well together. Systems are in place to monitor and evaluate the early years provision which have begun to identify priorities for improvement. However, this does not yet fully secure the opinions and ideas of children, parents and staff in order to continually maintain improvement. The provision in general is organised and staff are well deployed so children are safe and supervised at all times. Clear risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. Required documentation is in place for the safe running of the nursery, although some policies and procedures have not been fully updated.

The setting works well in partnership with parents and carers to ensure children's individual needs are fully met. Clear information is gathered from parents about their child before they start so that staff know children's individual interests and needs, and this means they settle readily and feel secure. In particular, the nursery has effective settling-in procedures which meet the needs of both children and their parents to ensure a smooth transition between home and nursery. Written information and verbal feedback ensure parents are informed of their child's progress on a daily basis. Parents speak highly of the setting, and the friendly, approachable staff who ensure their child is welcomed and well cared for. Staff have a positive attitude to liaising with other providers delivering the EYFS and are beginning to develop links with them in order to further support children's learning. Children with special educational needs and/or disabilities are suitably supported and sound liaison with parents and outside agencies ensures children's individual requirements are identified and promoted.

The quality and standards of the early years provision and outcomes for children

A sound range of activities are provided for children and this enables them to make satisfactory progress across the areas of learning and development. However, staff do not have a clear enough knowledge and understanding of the learning and development requirements in the framework for the Early Years Foundation Stage to enable them to confidently support and extend each child's learning in all areas. A satisfactory system for planning and assessment is in place and parents have opportunities to contribute to their child's records. However, children's assessment

records are not used effectively to inform planning, identify the next steps their learning and build on what they already know.

Staff engage with the children and develop warm and secure relationships with them which help children to feel included. Babies enjoy being cuddled and this helps them to feel safe. Children are confident and display good levels of self-esteem; they work together sharing tasks and taking turns, explaining that 'at home they help to put things in boxes like at nursery'. The key person system works well in practice and this helps children to feel settled and secure. Children begin to know about their own cultures and those of others; they enjoy learning about other countries and they draw pictures to illustrate what they know. For example, they find out about animals from Tanzania and dictate captions to staff to give meanings to their marks. Staff have clear strategies in place to care for children with special educational needs and/or disabilities. They work with parents, carers and other agencies to support the children's needs so that they are included in the life of the setting.

Babies and toddlers develop coordination as they begin to feed themselves and older children competently use knives and forks. Babies who are mobile explore their immediate environment with growing curiosity and enjoy operating musical toys. Children show interest in numbers as they look at the numerals on a clock face, identifying number five and hold up five fingers. Babies enjoy push and play or pop-up toys, whilst older children confidently use the computer. These simple activities satisfactorily lay the foundations to support the children's future economic well-being. However, children cannot always make choices or access all resources to develop their play and independence skills.

Children are cared for in a clean and healthy environment; good hygiene routines followed by the staff and children help to prevent cross-infection. Children are learning about the importance of a varied and nutritious diet; they tuck in readily to nutritious snacks and meals which include lots of fresh fruit and vegetables and these are prepared and cooked daily on the premises. Staff are aware of children's individual dietary requirements and any specific needs are well catered for. Children enjoy opportunities to play outdoors throughout the day. However, the outdoor space does not always offer challenge or support children's learning effectively where they have freedom to explore and use their senses in meaningful experiences.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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