

# RSC Nursery

Inspection report for early years provision

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**Unique reference number** EY391994  
**Inspection date** 10/08/2009  
**Inspector** Christine Lynn Williams

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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

The RSC Nursery has been registered at its current premises since 2007. It is a private nursery which was established in 1963 and is a department within the Royal Shakespeare Company (RSC). It operates from a two storey building in the residential area of Shottery, near Stratford-upon-Avon. There is an enclosed garden available for outside play. The nursery serves the local area and employees of the theatre. It is open each weekday from 8am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 38 children may attend the nursery at any one time. There are currently 76 children aged from six months to under five years on roll, some in part-time places. The nursery is able to support children with learning difficulties and/or disabilities. The setting also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register.

There are 12 members of staff, 10 of whom, hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) Level 2. One member of staff is qualified to degree level. The setting provides funded early education for three and four-year-olds and receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good, with children's learning and development being promoted to an exemplary level. Children make excellent progress and respond enthusiastically to the high quality learning experiences offered. They develop a real sense of belonging within an atmosphere where they are valued as individuals with equal rights and choices. Stimulating outside play areas have a very positive impact on children's good health and effective steps are taken to safeguard and promote their welfare and safety. A strong relationship is formed with parents, and this fully supports children's care and development. There is a common sense of purpose between staff and management and plans for the future have been well-considered. However, not all planned improvements have been fully implemented.

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

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

- reassess and extend the self-evaluation system to ensure there is a regular cycle of review, plan and action
- extend relationships with other providers delivering the EYFS to ensure progression and continuity of learning and care.

## **The leadership and management of the early years provision**

Leadership and management of the setting are strong, with staff and the manager working together effectively to support children and their families. Those in charge lead the group effectively, setting the operational ethos and supporting a culture of continuous professional development. Management and staff have a shared vision of what they hope children will achieve. They continually monitor children's progress and place a high emphasis on developing children's social awareness. National strategies, such as the inclusion development programme, are used by staff to ensure that children's learning takes place within an atmosphere of confidence and trust. Self-evaluation has been used generally well to help the setting identify its strengths and weaknesses. Areas for improvements have been well-targeted, however, the self-evaluation system is not yet fully robust and some planned improvements have yet to be put into place.

Children are kept safe because effective steps are taken to safeguard and promote their welfare and staff are clear on how to respond appropriately should they have concerns about a child. Policies reflect the importance of protecting children and staff work closely with parents to safeguard children. Daily safety checks and risk assessments are effective and staff are skilled at promoting safety without preventing children from taking risks that challenge and interest them. Staff work hard to provide an inclusive environment where children and their parents are made to feel welcome. They show respectful awareness for the major events in children's lives and acknowledge the festivals that are celebrated by the families involved in the nursery. Children's varying learning styles are known and planned for and staff are particularly creative in their approach to supporting the interests and fascinations of boys. For example, behaviour management includes lots of hand shaking to support boys appropriately in using ways of physical contact to make friends.

A true partnership with parents is achieved as staff work closely with them to support, guide and nurture their children. Parents are kept well-informed so that they fully share in their children's early care and education, and questionnaires and daily conversations are used to gain parents views. However, although the nursery has a very productive relationship with parents, the relationships formed with the other settings children attend is not yet as well-developed. Clear policies and procedures have been developed and these are effectively put into practice.

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

Children benefit from excellent early years practice which ensures that they learn and develop to their full potential. They become engrossed in stimulating experiences, such as, climbing in and out of large cardboard boxes or watching what things sink and float in brightly coloured water. Staff follow children's interests and allow time for spontaneous activities. Observation and assessments are used effectively to analyse the progress children are making and to plan how each child can be moved forward with their learning. The learning environment plays a key role in supporting and extending children's progress and outside areas

are a real strength, adding a richness to children's experiences.

Children communicate well. They have wide opportunities to express their thoughts and feelings through their imaginary play, songs and rhymes. Important steps in early literacy are developed through making marks and young children snuggle close to look at picture books. Problem solving skills are promoted very well and children count as they are handling objects so that they see for themselves the relationships between amounts and a number. Stimulating projects and challenging activities encourage children to explore the world around them. For example, they learn about the different homes and clothing people wear to help them gain an awareness of different cultures and enjoy growing sun flowers in the nursery's greenhouse and garden. Support for children's creativity is exceptional. They make up their own games with enthusiasm, act, sing and dress up, with a wonderful range of costumes and resources. Imaginative use of space turns corners into dressing rooms and children freely express themselves as they draw, paint or make models.

Children behave well, play harmoniously together and learn important social skills. They are kept safe at all times, with supportive staff helping toddlers to safely negotiate steps and uneven ground and encouraging older children to challenge themselves in the exceptional outdoor facilities. As a result, children spend lots of time outside extending their balance, coordination and creativity. Children enjoy a range of nutritious options at meal and snack times. They sit together as a family group, eat at tables laid with table clothes and cutlery, pour their own drinks from jugs and tuck in to freshly prepared hot meals, such as salmon fishcakes, new potatoes and beans.

## 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>	1
<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?	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

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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