

Rose Villa Day Nursery

Inspection report for early years provision

Unique reference number EY281429
Inspection date 10/08/2009
Inspector Kathleen Snowdon

Setting address Rose Villa, Church Chare, Whickham, Newcastle upon Tyne, Tyne and Wear, NE16 4JF
Telephone number 0191 4889900
Email rosevilladaynursery@hotmail.com
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).

Description of the setting

Registered in 2004, Rose Villa Day Nursery is a detached building set in its own grounds in Whickham, near Gateshead. Children are grouped in four rooms set over two floors according to their age and developmental stage; there is no lift. All children have access to a fully enclosed outdoor play area. The nursery opens five days a week all year round, closing only on bank holidays. Opening times are from 08.00 to 18.00. Nineteen staff work directly with the children. All of these hold appropriate, including graduate, qualifications.

The nursery is on the Early Years Register and can care for a maximum of 92 children in the early years age group. Currently there are 162 children on roll and these live in the local and surrounding communities. Some of the children have learning difficulties and others speak English as an additional language. The nursery receives support from an early years advisor and the area Special Educational Needs Co-ordinator. Nursery pets include a giant land snail, goldfish and a rabbit.

Overall effectiveness of the early years provision

The quality of the provision is good overall. Partnership working, including partnership with parents, is effective and contributes to the nursery's robust self evaluation process. Children's welfare is prioritised and staff have very good knowledge of every child on roll. This inclusive context children meets children's individual needs in full and helps them to make very good progress in their learning and development. More attention needs to be paid to the nursery environment, however, to ensure it reflects the cultural and linguistic backgrounds of all the children who attend.

What steps need to be taken to improve provision further?

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

- plan an environment that is rich in signs, symbols, notices, numbers, words and pictures that take into account children's home backgrounds, languages and cultures.

The leadership and management of the early years provision

Documentation is well organised, readily available, stored securely to protect confidentiality and amended as soon as changes occur to keep information up to date and accurate. This contributes to the safe and efficient way the nursery operates from day to day, exemplified in the way managers monitor accident records. All essential written policies are in place. They are clear, easy to understand and reflect what happens in practise. As well as this, the registration certificate is prominently displayed to allow scrutiny, as is a poster that explains

how to contact Ofsted.

Partnership with parents is good. Parents receive good quality information when their children start attending. Thereafter, daily discussions with staff and, in the case of the youngest children, daily diaries keep parents abreast of their children's experiences at nursery. A dedicated notice board and regular newsletters also keep them informed of forthcoming events. Parents have very positive views of the nursery staff whom they describe as 'brilliant, genuine and knowledgeable'. Parents particularly value the way staff work hard and 'love and care' for the children.

Partnerships in the wider context are similarly effective. Strong links with other agencies, such as the health service, education department and social services enable the nursery to meet children's specific needs. The nursery seeks opinions and views about the service from other professionals as well as from parents to refine and reshape their practice so the scope for continuous improvement is good. As well as this, staff work very well as a team. They have addressed recommendations made at the last inspection and are highly committed to ongoing professional development.

Very good priority is attached to safeguarding. Staff's knowledge of child protection issues is excellent. They are aware of the signs and symptoms that indicate abuse and confident about how to pass on concerns. Thorough and effective risk assessments reduce the chance of accidents occurring in and outdoors while valuable routines, such as practising fire drills, teach children how to stay safe in emergencies. Correct staffing ratios are maintained across the nursery at all times and exceeded on outings to keep children safe at all times.

The quality and standards of the early years provision

Staff make frequent observations and assessments of the children to establish children's individual starting points and abilities. They recognise that parents are the first and foremost educators of their children so encourage parental involvement in this process. The information gathered is used to make plans that cover all areas of learning and appeal to children's interests. Consequently, children of all abilities have enjoyable experiences that help them to make very good progress towards the early learning goals.

For example, the youngest children explore 'treasure baskets' filled with objects, such as sponges, scraps of materials and wooden spoons. This enables them to satisfy their natural curiosity and keeps them engaged and focused. All the children enjoy music. They experiment with sound by using percussion and stringed instruments and sing songs with great enthusiasm, especially 'The Pirate Song', a particular favourite, which familiarises them with number sequence as well as rhyme and melody.

Children are very well supported by staff, including children with learning difficulties and those learning English as an additional language. Although the nursery environment does not make sufficient reference to the cultural and

linguistic backgrounds of all the children who attend, play areas within the nursery are well defined and encourage children to focus on their chosen activity. The outdoor environment is a key strength. Here, children find out about the natural world as they dig in the soil for mini-beasts, grow herbs and plants and look after their much loved rabbit.

Even the youngest children enjoy being outdoors. They sit, safely enclosed on a grassed area, and play ball games in the fresh air. More energetic outdoor games like badminton, golf and tennis, keep the older children active and fit. These experiences promote children's hand-eye coordination and promote their physical development. Other factors that support the children's wellbeing include appetising menus that encourage the development of healthy preferences. Additionally, the sensible sick children policy and consistent routines, such as hand washing, help to prevent the spread of common illnesses and infections.

Excellent relationships exist between children and staff. As a result, children are happy and secure. They behave well through the very good guidance they receive from staff and this helps them to understand right from wrong. They play alongside children with a range of abilities and handle books and jigsaws that reflect positive images of diversity. Beneficial early experiences and influences like these teach children to value and respect difference, enable them to form sound subsequent relationships and help them to reach their full potential.

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? | 2 |
| 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 |

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

