

Rotherham College of Arts and Technology Day Nursery Rother Valley campus

Inspection report for early years provision

Unique reference number	303264
Inspection date	09/11/2009
Inspector	Angela Howard

Setting address	Doe Quarry Lane, Dinnington, Sheffield, South Yorkshire, S25 2NF
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Rother Valley Campus Day Nursery opened in 1992. It operates from the Rother Valley campus of Rotherham College of Arts and Technology, in Dinnington. In a semi rural area in the south of Rotherham. The nursery operates from a single storey room with access to a fully enclosed outdoor play area. The premises are accessible for people with limited mobility. A maximum of 30 children aged birth to five years may attend the nursery at any one time. There are 44 children on roll, of which eight, three-and-four year olds are in receipt of nursery education funding. The setting operates five days a week, 36 weeks of the year. Sessions are from 8.45am to 5.15pm, except on Friday afternoons when the setting closes at 4.30pm. The nursery employs ten qualified nursery officers, one apprentice and two managers. Staff are both full and part time and all have suitable experience and qualifications. Three staff have recently completed the Foundation Degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are at the heart of all that happens at the setting. Their sense of belonging is expertly fostered and they are provided with an excellent range of exciting experiences. Children are making rapid progress in their learning and participate eagerly and with a high level of enjoyment. An extremely positive inclusive approach ensures that the learning environment and resources provide imaginative challenge to stretch each child's learning, play and exploration. Leadership is inspiring and aspirations for children are very high. There is a very clear sense of direction and staff give utmost priority to self-evaluation and opportunities for training and development.

What steps need to be taken to improve provision further?

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

- consider how links can be further enhanced with other settings providing for children in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Staff have an excellent awareness of the possible signs and symptoms of abuse and the correct procedures to follow should they have any concerns. They record first class information about existing injuries and discuss these with parents, showing that safety of the children in their care is always a high priority. The named person responsible for ensuring child protection concerns are dealt with

promptly has up-to-date knowledge and skills and is very clear about their role and responsibilities, including working with other agencies to safeguard children. Extremely thorough safe recruitment practice and the rigorous monitoring of visitors to the setting ensure risks to children are minimised. Staff have a meticulous approach to keeping children safe. Policies and procedures are highly effective and rigorous daily assessment of potential risk allows children to discover and learn safely. Excellent use of time, space and resources promote children's safe and eager participation. Furniture and equipment is of a very high quality and the highly effective deployment of staff ensures children achieve their planned goals in learning and development rapidly.

The management team and staff work cohesively. The high expectations and enthusiasm from staff for excellence ensure morale is high. The settings success and vision for the future are managed and implemented exceedingly well. Clear targets for the future are driven by highly effective systems in place for self-evaluation. A key strength of the setting is the staff's commitment to the development of their practice. They have superior knowledge of the need to reflect on good practice and to continuously improve. All recommendations at the last inspection have been completed and any improvements identified by parents, staff or children during the self-evaluation process have a highly positive impact on the overall quality and outcomes for children. Communication with parents is excellent, staff work in complete partnership ensuring parents feel valued and welcome. Parents are consistently updated on how their children are cared for and what they achieve each day. Receiving verbal and written information through diaries, photographs and excellent observation and assessment records. Parents are encouraged to take part in 'Parents week' each term spending time with staff sharing important information and agreeing plans to support children's learning and development. Parents are encouraged to take home excellent resource packs to use with the children to extend the work undertaken in nursery. Staff have access to an excellent range of specialist external consultants and expertise. Such as Early Years Consultants, Inclusion Support Workers, Speech Therapists, Social Workers and Health Visitors. The settings ethos is to work extremely closely with all agencies providing support for parents, children and families. There are good systems in place to share information that supports continuity of learning and care for children who attend other settings offering the Early Years Foundation Stage. However, this is in its infancy, although staff are very proactive in trying to overcome barriers to ensure this is success.

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

Children develop exceedingly well and at a rapid pace because staff are exceptionally well trained in the implementation of the Early Years Foundation Stage. They have a superior understanding of how children learn, know each child extremely well and meet with parents consistently to discuss starting points and children's progress. Assessment is meticulous and achievements are very well recorded. Staff treat everything as an opportunity to learn. They plan the environment and activities to stimulate children's curiosity and enjoyment. Children

take the lead in their own learning and are supported and challenged very well to build upon what they already know. This is achieved by children being encouraged to make choices, to pursue their own interests and to enjoy expressing themselves creatively. Children love to mix corn flour, water and food colouring. They study the changes, mesmerised by the water settling on the top and texture of the corn flour. They discuss how hard it is to mix it together, then how it mixes to make a smooth paste. Children independently engage in creative activities and are provided with time and the resources to explore the different materials. They are allowed the time to investigate powder paint experimenting how the powder and water mix together, then add more powder to make different consistencies. Babies access a vast amount of heuristic play. They sit mesmerised by the movement of brightly coloured silky scarves. They access bean bags of different textures, crinkly material, ribbons and loafers, and clear tubes containing bells, feathers and balls. Babies persevere to fit wooden pegs around the edge of a large tin and investigate the movement of bottles filled with dry coloured rice. They are extremely curious about the reflections in a mirror placed on the floor when they push cars across it. Children use their imagination vividly to pretend to make dinners, wash coats, clean the home and care for dolls. They re-enact home life successfully and act out stories using puppets and their imagination as they go on a bear hunt. Children explore the fantastic outdoor play area with gusto. They are extremely curious about the new creepy crawly cottage where they investigate the lives of insects. In the urban junk area they explore the large and small wooden blocks, logs, house bricks, breeze blocks and huge empty electric cable drums. Children bang on metal saucepans hung from a line with different items talking about the different sounds they make. They swing on the tyre swing with gusto and love the large sand pit where they dig and build. They expertly move over, under and through objects and use space very well moving around obstacles very skilfully from a very early age. Children show great imagination and skill expertly using large and small pipes to cascade water. They freely use a full set of rain suits, Wellington boots, hats, scarves and gloves so that they can go outside and enjoy splash and fun activities in all weathers. The exceptional range of electronic equipment available such as; a Smartboard, laptops, programmable toys, digital and recording cameras, walkie talkies, metal detectors and remote controlled toys, enable children to have an excellent start in using equipment to develop superb skills for the future.

Staff are very strongly committed to inclusion and undertake relevant training, sometimes very specific to support a particular need. Therefore, children feel understood, reassured and are treated with utmost dignity and respect. Children actively learn about themselves, each other and the world they live in through a rich varied and imaginative range of activities. They share news about their families and act out home life in imaginary activities. Attractive books, excellent resources and posters showing positive images displayed around the room enhance all aspects of children's awareness of themselves and others. Children are beginning to develop an excellent awareness of healthy lifestyles. They eat wholesome nutritious snacks and serve themselves at snack times. A very innovative way to encourage portion control is used. Each child has a personalised table mat, which has a hand print on it. The children understand they can have a portion of chopped fruit that fills the hand print. An older child tells a younger child 'push that bit on it is over the line'. Children learn about their own safety through

following the excellent practice of the staff. They gently remind children of safety rules to reinforce safe practice and explain boundaries to help children understand why rules exist. This gives them utmost confidence to explore and learn in a safe and secure yet challenging environment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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