

# Ragamuffins Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY310961
<b>Inspection date</b>	09/12/2009
<b>Inspector</b>	Christine Lynn Williams / Carol Johnson

<b>Setting address</b>	265 Birchfield Road, Redditch, Worcestershire, B97 4NB
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<b>Type of setting</b>	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

Ragamuffins Day Nursery is one of two privately owned childcare settings run by the same provider. It opened in 2005 and operates from seven rooms within a converted Victorian house. Children are cared for on the ground and first floor of the building and have access to an enclosed outdoor play area. The nursery is situated in a residential area in Redditch, close to shops, schools and local transport links. Children mainly attend from the local area. The nursery is open each weekday from 7:30 am to 6:00 pm for 52 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 59 children may attend the nursery at any one time. There are currently 100 children aged from nine months to under five years on roll, some in part-time places. Toddlers are cared for on the first floor and there is no lift access. 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 16 members of staff, most of whom hold appropriate early years qualifications to at least NVQ level 2 or 3. One member of staff is working towards Early Years Professional Status. The setting provides funded early education to three and four-year-olds and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and respond enthusiastically to the many interesting and stimulating learning activities offered. They benefit from inclusive attitudes, behave well and are interested and motivated to learn. All aspects of children's welfare are promoted well, ensuring that they are safe, secure and learn about a healthy life-style. Staff work closely with children's parents and the other settings children attend and this ensures there is a shared understanding and continuity about children's needs. Those in charge have used self-assessment well to plan and make good improvements since the last inspection. However the drive for further improvement is hampered by some staff's lack of confidence in using evaluation to best effect.

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

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

- further develop all staff's knowledge and understanding of effective evaluation in order to ensure there is a continual cycle of plan, action and review
- develop additional strategies to encourage children to take initiative in their learning and to further develop their growing independence.

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

Arrangements for safeguarding children are clear and effective. Systems for vetting staff are robust, staff are appropriately trained in child protection and there are thorough arrangements for making referrals and sharing information between relevant agencies when necessary. Staff work closely with parents to gain relevant information about who can have access to their children and who is authorised to collect them. Additional safety features such as password systems and CCTV ensure children are kept safe at all times. Monitoring, risk assessments and safety checks are used well to identify possible safety issues and good records, policies and procedures ensure that children are well protected and supported.

Leadership and management of the setting is strong. Under the good leadership of the owner and manager, the quality of the nursery's provision is improving strongly. The owner and manager evaluate the nursery's practice and plan areas for improvement using a range of evidence including parent and staff views and daily observations. However, not all staff are fully confident in using evaluation effectively to focus clearly on all aspects of their daily practice. There is a continuous round of training offered and staff are well qualified and work effectively together. Care rooms reflect the family backgrounds of the children attending and are attractively decorated with creative displays. Children's progress, policies and record keeping are continually monitored and a high emphasis is placed on ensuring consistency of practice and obtaining the views of parents.

Staff value children's backgrounds and encourage them to grow and develop at their own rate. Children's opinions are valued and children are encouraged to make a positive contribution to their nursery by making friends and respecting others. For example, there is a "Friendship stop" in the garden where children can go to indicate that they want someone to play with, and children learn about the wider community through such things as fund raising events, and singing Christmas carols to their friends at the local retirement home. Staff take account of children's different learning styles and recent improvements made to the garden have been specially selected to take account of the interests of boys as well as girls. The close relationship developed with parents contributes to successful outcomes for their children. Children's achievements are shared through parents' evenings, daily diaries and newsletters. There are clear channels of communication with all those involved with individual children and this ensures children receive continuity of care and the support they need.

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

Children have positive attitudes and are interested and motivated to learn. They make good progress overall, behave well and develop positive relationships with staff and each other. Children confidently seek support from caring and attentive staff and take part in a good range of interesting activities and experiences. They are frequently observed and assessed, so that staff know what children enjoy

doing and what progress they are making.

Children make choices and are encouraged to help plan what they would like to learn next. Three and four-year-olds are encouraged to develop the skills they will need at school such as lining up ready to move to other areas of the nursery and show they know how to put on their own coats with minimal help. However, while some aspects of children's independence are fostered well, staff miss opportunities to encourage children to do things for themselves during daily routines such as lunch times. Children behave well, carefully listen to staff and show good manners. Turn taking is evident and children often say 'please' and 'thank you' when accepting drinks and snacks. Children's communications skills are supported well as they handle books, enjoy story times and see familiar words displayed around their care rooms. Three and four-year-olds learn to recognise letters as they find their name on the door each morning and they make marks freely as part of their play. For example, children pretended to take the register by making ticks on a page of a diary. Counting is threaded through most activities and there are lots of resources that help children match, sort and recognise shapes. Children explore and investigate through jelly, sand, water and dough and have daily use of a computer. They often become engrossed in their imaginative games, draw, and paint and eagerly join in with action songs.

Children are secure and develop a sense of belonging at the setting. Older children learn to think and act safely when climbing on tyres and balancing on logs in the garden, while toddlers enjoy practicing new physical skills in a safe and supportive environment. 'People who help us' topics encourage children to know who to turn to if they are feeling unsafe and children show good road safety awareness when on walking trips with staff. Children adopt healthy practices and show that they are developing a secure understanding of how to live a health life-style. They wash their hands regularly, eat healthily and enjoy a wide range of physical activities that encourage healthy living and strong physical development. Staff have implemented good systems to encourage children to eat a variety of fresh fruits and healthy options and growing vegetables and enjoying cooking activities further develops children's understanding of healthy eating.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	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