

Richmond Day Nursery

Inspection report for early years provision

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Inspector David Shepherd

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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

Richmond Day Nursery was registered in September 2003. It operates from four rooms in purpose-built premises on Marshgate Primary School in Richmond and serves the local community. It has a secure outside area that is partitioned to provide a separate area for children aged 0-two years. Disabled access is through all external doors. The breakfast and after school club are located in a classroom in the school building and provide out of school care for children attending Marshgate Primary School. The setting is registered to provide care for 62 children under five years in the nursery and 24 children aged between three to under eight years in the before and after school clubs. There are currently 84 children aged three months to four years on roll in the nursery, all of whom are of Early Years Foundation Stage age. There are 38 children aged five to under eight years on roll attending the before and after school clubs, six of whom are of Early Years Foundation Stage age. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery opens five days a week for 51 weeks and operates from 07.30 to 18.00. The out of school clubs open from 08.00 to 09.00 and 15.15 to 18.00 during term time only. Children attend for a variety of sessions. 16 full-time and seven part-time staff work with the children, over half of whom have early years qualifications. The setting receives very good support from the local authority and has good links with the school. It is on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Provision at Richmond Day Nursery is outstanding. It meets the welfare and learning development needs of the children excellently. The nursery is a happy place and children enjoy the activities provided for them. The staff know their children extremely well and ensure that they are all fully involved in and enjoy their activities. The manager and staff review their work rigorously and have an excellent capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- include consistently the time when parents have been informed when their child has suffered an accident and ensure parents sign the accident form.

The effectiveness of leadership and management of the early years provision

Provision for safeguarding is outstanding. The manager and owner have developed a comprehensive range of policies and procedures that ensure the smooth running of the nursery and the children's safety and well-being. Parents are provided with a copy of the key policies so that they can judge how well their children are being looked after, however there are some inconsistencies in the accident forms. Risk assessments on equipment, toys and materials are carried out systematically in each room each day and on the outside area. Risk assessments on the building and fixed equipment are carried out regularly. The premises are safe and secure.

Staff are deployed effectively. Key workers get to know their children well. They assess and record the progress of the children in their groups systematically. This information is shared with parents and the school. This is in the children's best interests and ensures that their all round development is known by those who have the responsibility for the on-going care of the children. All staff work and play effectively with the children and this ensures they all receive enjoyable and challenging learning experiences at the nursery.

Self-evaluation procedures are outstanding. Staff review what has gone well and not so well on a continual basis. They meet each month as a team and discuss how they might improve provision further. Links with the local authority's early years' team help train staff in areas upon which they are not so confident. This training is successful in keeping staff up to date with the changes that have taken place in early years' provision. The manager is using national guidance systematically to reflect on all areas of provision. Overall judgements are sometimes too harsh because the grade descriptors have not been used well enough. The overall quality of self-reflection indicates that the manager's and owner's ambition to drive through improvements in provision is outstanding. The capacity to improve further is excellent. Administrative tasks, such as monitoring the attendance of children and staff, are good.

The internal accommodation of this purpose-built building is suitable and in excellent condition. However, the small shelves for adult use in each room present a hazard if books and files fall down through not being stored correctly. The enclosed outside area is suitable. There are a good range of resources for both inside and outside activities. However, at the time of the inspection the nursery does not have any computers for children to use. Resources are in good condition and fit for purpose. The building is very well maintained.

The partnership with parents is outstanding. The admission form is comprehensive and includes all the information necessary to enable children to be looked after safely. Parents are kept informed about the progress of their children in the six areas of learning. A useful chart for parents in each room provides a focus for discussion about this with key workers. They discuss their children's progress more formally at an annual parents' day. Informative and easy to read monthly newsletters are written to parents.

Links with the local authority's early years' team are very good. These have helped to keep staff up-to-date about the changes that have taken place in Early Years Foundation Stage provision. Links with the school are good. Staff complete the local authority's transfer sheet from nursery to reception that reflects the national assessment criteria well. In addition, staff discuss with the reception class teacher the progress children have made whilst at the nursery. Staff also receive useful training from other external providers that helps to keep them up-to-date.

The setting has implemented effectively the recommendations made from the previous inspection report.

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

Provision for the welfare and learning development needs of the children and babies is outstanding. Children behave very well and are developing good social habits. They are very responsive to the staff with whom they have very good relationships and want to please them. They move around the rooms and the outside area calmly and sensibly. They do not get in each other's way and treat the furniture, equipment and materials properly. The older ones in particular are encouraged to tidy up when they have finished playing with toys and equipment. This is carried out by key workers working with the children for whom they are responsible tidying one area of the room. This does not always mean that children tidy up what they have been playing with. Overall, children make a good contribution to the smooth running of their rooms. The nursery provides a happy, secure and enjoyable environment for children and babies of Early Years Foundation Stage age.

Children and babies feel extremely safe because the furniture, equipment, toys and materials are suitable for the children's ages and in good condition. They are stored at the children's height levels to enable them to gain easy access to them.

Children wash their hands routinely before eating snacks or lunch and after using the toilet. This indicates they are developing independence as they are beginning to look after themselves. It also prevents the spread of infection as they are learning hygienic practices very well. Tables are wiped using anti-bacterial spray before snack and lunch times. This also reduces the risk of infection. Snacks and meals include healthy foods, such as fresh fruit, vegetables, roast chicken, vegetable curry, fishy pasta, cottage pie, cheese, savoury sandwiches, milk and water. Children play outside and enjoy the fresh air on a free flow basis when the weather is suitable. The nursery has not developed the use of the outdoors when the weather is not so good.

Children, including the babies, enjoy the activities that are provided for them. During the inspection, this included playing with age appropriate toys some of which made musical sounds to engage the babies, creative play in the role play, soft play and construction areas, making play dough to cut out shapes and investigative areas that included shells and pebbles. Children became too messy when exploring flour in two of the rooms because they were not wearing aprons.

Outside activities included mark making, climbing on the frame, football, playing with push chairs and ride-on toys including scooters. For the most part, children chose what activities they wished to engage in whether inside or outside. Adults brought children together for specific purposes, for example, when making play dough or having a snack or lunch.

Children are developing their speaking and listening skills well. Around half of them speak English as an additional language and staff encourage these children well as they learn to understand and speak English. Children are encouraged to enjoy books and, during the inspection, some pre-school children were engrossed in looking at picture books in the reading area. Children make marks on paper with crayons and paints and use chalks in the outside area. They are used to playing with computerised toys but have not yet had enough opportunities to use a computer.

Evidence from planning, assessments and around the rooms suggests that all areas of the Early Years Foundation Stage provision are included systematically over time. Planning by key workers is thorough and based upon children's previous learning and development. The record keeping system has been redesigned to reflect recent changes in Early Years Foundation Stage provision and includes judgements on progress using the grades from the foundation stage Profile. Planning and assessment are outstanding.

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	2
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	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