

Rydal Day Nursery

Inspection report for early years provision

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Inspector Rachael Williams

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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

Rydal Day Nursery was initially established in 1996 and changed ownership in 2009. It is situated in a privately owned house in Clevedon, North Somerset. The ground floor of the premises is predominately used to provide care for children aged between two and three-years-old. Toilet facilities and a nappy changing area are available. There is a kitchen which is inaccessible to the children. The three play rooms on the first floor accommodate children aged three to under five-years-old. There are additional toilet facilities situated on this floor. The second floor is inaccessible to the children; this is used for office space and storage. Access to the provision is via a ramp. There is a fully enclosed rear garden for outdoor play. The nursery has close links with Springboard, the Downs School and local primary schools.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is registered to care for 42 children from two to under eight years old. At present, there are 84 children on roll; all of whom are in the early years age range. The nursery support children who have English as an additional language and who have special educational needs and/or disabilities. The nursery is open all year round from 8:00am until 6:00pm.

The owner, who is a registered nurse, employs a cook and 10 early years practitioners. The manager has achieved Early Years Professional Status and the deputy and another member of staff have both achieved early years degrees. The remaining staff have all achieved level 2 or above early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a stimulating, welcoming and fully inclusive environment where the quality of the provision and outcomes for the children are outstanding. Children are settled and confident as close and caring relationships are established and each member of staff takes time to ensure children are valued and respected as individuals through their interaction and pertinent observations. Excellent engagement with parents and partnerships with other professionals and early years providers ensure continuity in children's care, learning and development. Effective teamwork has been established and all staff are fully involved in the evaluation process to secure continuous improvement as the nursery develops under new ownership. Leaders and managers communicate ambition well and most systems and routines are applied consistently to ensure the smooth running of the setting.

What steps need to be taken to improve provision further?

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

- improve the system to record students' presence at the setting, ensuring that this information can be readily accessed at all times
- ensure that the communication system that the setting employs is effectively meeting the needs of all children

The effectiveness of leadership and management of the early years provision

Overall, there are robust systems in place to ensure effective recruitment and vetting of all staff to ensure that children are protected. Practitioners are enthusiastic and dedicated. Through regular appraisals their training needs have been met, for instance, in-house training for safeguarding to ensure children's well-being. All practitioners are experienced and well-qualified to oversee children's welfare and education. Comprehensive and ongoing risk assessments have been established which are regularly reviewed and adapted to meet individual children's requirements. Hence, children are cared for in a safe and secure nursery. The physical environment has been carefully planned and is conducive to providing a safe learning environment which is regularly reviewed to meet children's interests, capabilities and starting points. Children clearly benefit from this and the excellent deployment and interaction of practitioners. Practitioners ensure that ratios are fully maintained and that children are closely supervised. There is an accurate record of children's attendance and parents are aware of who is looking after their child. There are excellent systems in place to ensure that students are appropriately mentored, however, the system to record their visits are not fully monitored.

The owner, manager and early years practitioners are focused on helping children to make good progress. They all have a common sense of purpose and have established effective teamwork to ensure that areas for improvement are identified, such as improvements to the outdoor area and toilet facilities. All staff contribute to the quality assurance system, The Bristol Standards, to enable continuity throughout the nursery and for improvements to be tracked. As this is a new provision the impact of changes on the setting and individual children have yet to be monitored and analysed. Parents are fully involved in the evaluation system, for instance, through the use of questionnaires to ask for ideas and advice on how to develop the outdoor area.

All practitioners actively promote equality and diversity. All are highly effective in ensuring that children are well-integrated and that their individual needs are fully met through comprehensive observations, efficient partnership with other professionals and thorough discussions with parents. Through the key person system practitioners have exceptional knowledge of each child's background and their individual requirements. Consequently, each child's uniqueness is valued and respected. Excellent use is made of the local environment to ensure the children become aware of their community and acknowledge that each person is different. For instance, visits to Springboard Opportunity Playgroup are being arranged so that all children have the opportunity to play alongside their peers.

The nursery is highly committed to working in partnership with others and there

are well established channels of communication between all partners involved with individual children. For example, regular phone calls to other early years providers provide an overview which is included in the bi-annual reviews which are shared with parents. Highly positive relationships have been established with parents. Parents provide positive testimonials. For example, one parent comments on the excellent two way exchange of information and another on how she feels their contributions are listened to and promptly acted upon, for instance, more information included in the newsletter rather than the notice board. The nursery provides tailored guidance and information for parents, such as an informative evening on how to use Makaton at home to support children's communication skills.

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

Practitioners have high regard for the physical environment and ensure that it is monitored and regularly reviewed. For example, the outside play area is being developed as part of an ongoing improvement plan; this will enable children to extend their gardening, physical and sensory skills. Practitioners acknowledge children's motivations and re-evaluate the organisation of the play space, for instance, enabling children to extend their role-play and giving them opportunities to hide. Children take pride in their learning and are able to make choices. For example, to encourage children's independence photographs, pictorial routines and Picture Exchange Communication Systems are used to encourage children to think about their learning. Consequently, children's progression is excellent. Practitioners consistently observe children's achievements and link these effectively to the six areas of learning to ensure that next steps and learning priorities are fully identified and shared with parents. These are used effectively to plan for children's future learning.

Children engage in a broad and balanced range of experiences which are effectively planned according to their interests, motivations and contributions from parents. There is an excellent variety in teaching styles to ensure children are stimulated and effectively challenged. For example, to extend a child from using her feet to manoeuvre wheeled vehicles a practitioner encourages her to try a pedalled tricycle where she is able to practice this new skill to create pathways, through clear explanations and praise. Children communicate exceptionally well as practitioners are positive role models encouraging children to talk about their experiences, for instance, in group discussions or at mealtimes. For example, whilst mark-making to create a flying car a child is encouraged to talk about her visit to the theatre to see 'Chitty Chitty Bang Bang'. Children confidently discuss their pictures and label their creations using recognisable shapes and letters. Makaton, a recognised sign language, is used exceptionally well for younger children and they are becoming skilful communicators. However, this is not consistently used for children in the older age group throughout the day.

Children thrive in the nurturing environment. Close and caring relationships have been established which encourages an excellent sense of belonging. For example, children have individual display boards and practitioners strive to involve children

in making choices about what is displayed alongside their photograph. Behaviour is exemplary. Children are kind and polite to their peers. For example, two children play cooperatively with the 'tap-a-shape' kit; one child comments 'this is team work' as they take it in turns to hammer showing excellent coordination and use of tools for a purpose.

Practitioners respond exceptionally well to children's needs. For instance, when a child is taken ill she is comforted and appropriate steps are taken to minimise infection. Children are given clear explanations with regard to hygiene, hence they become aware of their own personal needs. For instance, when a child knocks a scab a practitioner supports him explaining why she is wearing disposable gloves and how the wound could get infected if he picks it. Later the child is observed imitating the practitioner in his role-play. Children are aware of their own needs and visit the toilets independently. Practitioners have been proactive in identifying improvements to benefit children's well-being, such as developing nappy changing facilities and providing doors to the cubicles to enhance children's privacy. Robust systems are in place to ensure all practitioners have appropriate first aid training and that administered medication is accurately recorded. Individual care plans are established and accurately reviewed with parents to ensure all practitioners have comprehensive knowledge to meet individual requirements. A knowledgeable and proactive health and safety officer ensures accidents within the nursery are effectively monitored. For example, following an incident where a child was accidentally hit by a door a request has been made, via the extensive risk assessments, for alternative doors to be purchased. Children become aware of their own safety through frequent visits from professionals within the community. They are aware of the need to keep themselves safe on the stairs and hold tightly to the hand rail. Children are encouraged to take safe risks, such as playing chasing games in the outdoor area where they learn to adjust speed and stop safely to avoid collisions. Children use tools safely following instructions very well, such as when preparing fruit at snack-time and using woodwork tools.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1
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	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