

Rosewood Nursery

Inspection report for early years provision

Unique reference number 319354
Inspection date 12/04/2010
Inspector Christine Snowdon

Setting address St James's Hospital, 21 Roseville Road, Harehills, Leeds,
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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

Rosewood Nursery is one of several nurseries run by The Leeds Teaching Hospitals NHS Trust. It opened in 1989 and is situated in Harehills, Leeds. It operates from two rooms in a purpose-built building, plus two additional self-contained units are on site to temporarily accommodate children from one of the trust's other nurseries. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.15am to 6pm all year round.

Rosewood Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 98 children under eight years. There are currently 89 children on roll, who are in the early years age range. The nursery is registered with the local authority to provide funded nursery education for children of eligible age. Children come from a wide catchment area, as most of their parents work for the trust. The nursery currently supports a number of children with special educational needs and/or disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs 20 staff. All of the staff hold appropriate early years qualifications and several members of staff are working towards early years degrees. The manager has a Bachelor of Arts in Childhood Studies and has Early Years Practitioner Status. The nursery receives support from an advisory teacher and the emphasis is on learning through play.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are cared for in a very child-orientated and welcoming environment in which their individuality and uniqueness are recognised and valued by the staff team. Individualised planning and assessment records are developing very well. These, along with the wide range of positive learning opportunities and good quality resources, enable all children to make good progress in their learning and development. Highly effective partnerships with parents contribute significantly to inclusion and children's individual needs being fully supported. Staff deployment and nursery routines are generally very good. The management and staff team is very committed to constantly evaluating the provision to ensure continuous improvement in the outcomes for children.

What steps need to be taken to improve provision further?

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

- review staff deployment and current systems for covering sickness absences to ensure staffing arrangements are fully effective at all times
- improve the hygiene practice with regards to hand washing arrangements in

- the under two year olds' room
- continue to develop the planning with regards to the outdoor provision so that children's identified next steps in learning are supported and extended in all aspects of play.

The effectiveness of leadership and management of the early years provision

Clear recruitment and vetting procedures ensure that all staff working with children are suitable to do so. All new staff complete a rigorous induction procedure and are assigned a mentor from the staff team. There are detailed safeguarding policies and procedures in place and designated managers and staff fully understand their responsibilities to safeguard children's welfare and have access to the relevant agencies; in addition they have support from professionals within the NHS hospital trust. There are effective safety and security measures on site. For example, the closed-circuit television system ensures no one enters the nursery uninvited. The outdoor play area is surrounded by high fencing and when children are outdoors additional security is added to the entrance gate so that access is permitted by staff only. Detailed risk assessments covering the indoor and outdoor areas, plus all trips and outings, effectively reduce the possibility of accidents. These have been updated recently following the temporary nursery modular building being located on site.

The fully qualified and caring staff team works well together, benefiting from the strong, positive leadership. Overall, staff deployment is generally well planned and effective, with high staff to child ratios. There are good contingency arrangements in place, which management follow, to cover for last minute staff absences. However, on the day of inspection, the deployment of staff was not fully effective for a short period while additional staff arrived. The management team consistently communicates high expectations to staff about securing improvement and has effectively met all the recommendations raised at the last inspection. For example, the toilet and outdoor play areas have been refurbished and improved. Several systems are in place to monitor and evaluate the nursery's provision. For example, the Ofsted self-evaluation form is completed in great detail and the nursery has used external people to carry out a 'meet and greet' session with parents to complete a user questionnaire. As a result, parents' comments were taken on board and additional systems are now in place to further promote parents' input into their child's learning and progress.

Excellent working relationships are in place with the parents and carers. Staff are meticulous in ensuring any new parents feel confident in leaving their child at the nursery. The key worker spends time meeting with the parents and children for at least three settling-in visits, developing an effective partnership and ensuring children's individual care and learning needs are fully discussed and provided for. Those parents spoken to at the inspection were highly complementary about the care provided and the staff team. The nursery has effective systems in place to share information and support children's progression into school and other early years provisions. In addition, school staff are invited to visit the children in the nursery and meet with the staff.

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

Staff have a secure understanding of the Early Years Foundation Stage and use an effective key worker system to support children to achieve good outcomes. As a result, all children make good progress towards their early learning goals. Children's individual learning journals track their progress effectively through the use of observations, assessments and photographic evidence. The in-depth information gained from parents clearly establishes children's starting points on entry and their next steps are identified and promoted. Activities are well planned and clearly reflect children's individual likes and interests, although this is not always being carried through sufficiently into the outdoor area. Parents have access to their children's learning journals and are actively encouraged to contribute to these. A very child-oriented and varied environment fully supports the children's care, learning and developmental needs. Children have a close and trusting relationship with the staff and their key workers. Babies are held and cuddled, readily snuggling into the staff's arms to enjoy their bottle and be rocked off to sleep. Lunchtime is a very sociable experience and the use of low baby chairs means that everyone feels included and part of the group. Children benefit from the varied and well-balanced menu which is planned in conjunction with the hospital dietician, and all individual dietary needs are fully discussed and provided for. The nursery is very clean and staff follow good procedures when nappy changing and cleaning down areas used by the children. Children demonstrate a good understanding of personal hygiene practices and notices in the toilet areas highlight the need to wash their hands. However, the practice of drying the babies' and toddlers' hands on the same towel does little to reduce the risk of cross infection.

Equality and diversity are effectively celebrated and promoted throughout the provision. The wide cultural mix of children attending means that they have firsthand experiences to learn about one another's cultures and families. The staff recognise and promote the uniqueness of every child. For example, the wonderful displays, including the map of the world and 12 full-sized flags, reflect every child's nationality and their country of origin. The nursery uses the in-house translation service to ensure families and children who have little understanding of English are fully supported. The nursery promotes inclusion, and children with disabilities are fully integrated and welcomed into the setting.

Staff create a harmonious and relaxed environment. Children are very settled, happy and confident in the nursery. Behaviour is very good; children respect one another, sharing resources and taking turns. The provision recognises the need for children to have boisterous play and use their energy both indoors and outside. For example, the JABADAO room promotes free-movement play and children demonstrate their problem-solving skills as they build dens and set out the large foam shapes. Children are confident in their counting skills and use mathematical language in their play. They line up the tricycles, counting to 10 before whizzing off excitedly down the slope. They eagerly take part in the car game, promoting sequencing, shape and colour recognition. Children make marks and write in

various forms and media. They use pencils to write their names using well-formed letters in the correct sequence. Outdoors they have great fun with the water and paintbrushes making symbols on the walls and watching them dry and disappear. Children express themselves creatively and explore various materials and media on a daily basis. For example, babies and very young children enjoy the feeling of the jelly play activity. Older children proudly show the inspector the pictures they have painted, explaining which colours they have mixed together to make brown.

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	2
The effectiveness of the setting's engagement with parents and carers	1

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

Outcomes for children in the Early Years Foundation Stage	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