

The Rowans Day Nursery

Inspection report for early years provision

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Inspector Karen Cooper

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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

The Rowans Nursery has been registered since 1990. It operates from two converted buildings in a residential area of Sutton Coldfield. There is a fully enclosed outdoor play area available for play. The nursery serves the local and surrounding areas.

The nursery is open each weekday between the hours of 7:30am and 6:00pm all year round and children can attend for a variety of sessions. The nursery is registered to care for 88 children in the early years age group, of these not more than 30 may be under two years at any one time. There are currently 77 children aged from three months to four years on roll. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery is registered on the Early Years Register and on the compulsory and voluntary part of the Childcare Register.

The nursery employs 17 staff to work with the children on a part-time and full-time basis, plus two cleaners, two cooks and mini bus driver. The majority of staff hold an early years qualification to NVQ level 3 and both the manager and deputy hold a foundation degree in early years. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are well-settled and have formed effective relationships with each other and staff. They have access to a varied range of age-appropriate toys and resources to help them make steady progress in their learning and development. Effective systems are in place to ensure children's health and safety is promoted. Inclusive practice is prioritised and every child is valued and their differences are respected. Positive links with other partnerships are prioritised and good relationships have been established with parents in order to meet children's individual needs. Policies and procedures are inclusive for all children and generally effective however, not all staff are fully secure in their knowledge of safeguarding procedures. Staff are able to identify areas for improvement and demonstrate a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all staff are secure in their knowledge of safe guarding procedures; this specifically refers to, in the event of an allegation being made against a member of staff. (Safeguarding and promoting

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children's welfare)

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

- develop further methods of observation and assessment and link these to planning in order to ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs
- develop further the processes for evaluating the quality of the provision in order to identify and prioritise areas for improvement.

The effectiveness of leadership and management of the early years provision

Staff have an appropriate awareness of signs and symptoms of possible abuse and know the procedures to follow should they have a concern about a child in their care. However, children's safety is not fully protected as not all staff are fully secure in their knowledge of procedures to follow with regards to an allegation of abuse being made against a member of staff. There is a clear safeguarding policy which staff shares with parents and robust vetting procedures ensure that children are cared for by suitable adults. Indoor and outdoor space is organised effectively, creating a child-friendly environment which enables children to explore and take risks while being appropriately supervised. There is a high ratio of staff to children present, and staff are appropriately deployed ensuring children are always supervised. Children are grouped effectively, using a key worker system. This promotes consistency and allows lots of discussion between staff and children. The small groups enable staff to build effective relationships and to get to know individual children well, which helps children to feel secure and confident to be left with trusted adults.

The providers and staff work well together as a motivated team and are committed to providing the best possible start to children and their families. Staff regularly attend training to update their knowledge and skills and both the manager and deputy hold a foundation degree in early years. There is a range of clear and concise policies and procedures in place to fully support the running of the nursery and to ensure children's welfare and safety is effectively promoted. Staff regularly assesses potential risks to children and put practices in place to minimise hazards. They have a good awareness of security and ensure children cannot leave the premises unsupervised. An intercom system is installed on the entrance to the building to further protect children's safety.

The manager and staff are fully committed to improving their practice, and are able to identify the strengths and weaknesses within the setting. However, the systems for evaluating the quality of the provision and its impact upon children's development and learning are still in their infancy. The nursery actively promotes equality of opportunity and children have access to a variety of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. The nursery is fully committed to promoting inclusive practice and welcomes all children regardless of their background, age or ability. Staff have

established positive links with the local schools and local authority support staff to ensure children's individual needs are effectively met. They dedicate time to getting to know children and their families, fostering strong relationships with parents and helping to ensure that children settle quickly. Staff welcome parents input, encouraging a two-way exchange of information through daily discussions, diaries and fund raising events. Parents have clear information about the nursery and their child's progress through, for example, policies, procedures, newsletters and the children's individual learning folders.

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

Children clearly enjoy their time spent at the nursery and are happy, well-settled and have formed good relationships with staff and each other. They have access to a variety of age-appropriate toys, resources and activities inside and outside, which enables them to make steady progress in their learning and development. Staff demonstrate an appropriate knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. They effectively acquire children's starting points at registration which enables them to value and build upon children's existing skills and plan a variety of activities, which reflect a range of learning opportunities. However, the use of observation and assessment systems are not sufficiently implemented to ensure that children are making progress in all areas of learning and development. Staff have developed a balance between adult interaction and promoting independence by encouraging children to initiate and explore the available toys and resources, those that are currently inaccessible can be chosen from a variety of picture cards which staff willingly respond to.

The ongoing two-way exchange of information between nursery and home has a positive impact upon children's welfare. Parents and carers are welcomed into the nursery by friendly, approachable staff and information is shared readily on a daily basis to ensure they are fully informed of their child's progress and development. Staff manage children's behaviour well and in a manner that is appropriate to each child's age and stage of development. Praise is given freely to children, ensuring that they develop confidence and self-esteem. There are plenty of opportunities for children to play alongside each other and staff introduce situations to encourage good behaviour, for example, respecting their environment, each other, taking turns and sharing of resources. Children are helped to consider and value diversity and cultural differences through a range of toys, resources and planned topics. Staff are strongly committed to inclusion and enthusiastic about undertaking training to ensure each and every child is appropriately supported. Staff work closely with parents and liaise with other professionals to ensure that each child's needs are fully met.

Children are keen to join in the activities, for example, babies develop their physical and co-ordination skills as they shake, roll, pull and push electronic and programmable toys and older children enjoy tapping out the beat to familiar nursery rhymes when using various musical instruments. Children develop their natural curiosity as they look at insects in the garden and explore the various

media and resources in the sensory room. Great delight is had when the children find a ladybird, which staff then use as an opportunity to help develop the children's learning about simple mathematical concepts such as, counting the spots on the ladybird's back and discussing their shape. Older children confidently use the outdoor climbing equipment with gusto and have good control over their bodies. Younger children develop good language skills as staff constantly talk to them about what they are doing and children concentrate well when listening to favourite stories. Children respond excitedly to a wide range of creative activities. They join in with weekly dance sessions, love role play and explore paint and other media such as sand, water, jelly and play dough.

Children are helped to understand that washing their hands regularly and brushing their teeth after meal times helps to keep them healthy. Children are developing an understanding of how to stay safe and learn about what is dangerous. For example, children learn about fire safety and know the procedure for evacuation in an emergency, which the staff ensures is regularly practised with them. Staff take effective steps to prevent the spread of infection by wearing gloves and aprons when changing nappies and providing separate bedding for children. Through topics such as 'healthy eating' children are helped to understand why some foods are healthy and others are not. Mealtimes are relaxed social occasions when children and staff sit together to enjoy their food and each others company.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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