

Rise and Shine Day Nursery

Inspection report for early years provision

Unique reference number EY225879
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Inspector Patricia Underwood

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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*.

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Description of the setting

Rise and Shine Day Nursery opened in January 2003. It is situated within the grounds of Jack Hunt Secondary School in Peterborough. The nursery consists of three main rooms: the baby room, the toddler room and the pre-school room. A secure outdoor area is attached to the building. Children are grouped according to their age and come from the surrounding areas. There is no problem with disabled access. Liaison with the secondary school has been established and with other local primary schools where the children from the nursery attend as reception children.

The nursery is on the Early Years register, 27 children aged under five years, of whom no more than eight may be aged under two, may attend at any one time. There are currently 32 children on roll, of whom 10 receive funding. The setting is open all year round, except at Christmas, from 8.00am until 6.00pm. Children attend a variety of sessions. There are currently children with special educational needs and/or disabilities and children for whom English is an additional language on roll.

Six full-time and one part-time member of staff are employed. All have either relevant qualifications or are working towards one. The nursery receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a stimulating and safe environment. A good range of activities in all areas of learning is provided for the children to enjoy. The nursery is fully inclusive and effectively caters for the needs of all children who attend. Parents have every confidence in the staff and appreciate how well their children settle. The manager and deputy manager know the setting well and have a formal record of strengths and areas for improvement. Consequently, capacity to improve further is good.

What steps need to be taken to improve provision further?

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

- ensure the evidence that all staff have been CRB checked is kept on site. (Documentation) 05/03/2010

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

- ensure planning shows in more detail how each activity is to be delivered to match the needs of all the children
- develop further the outdoor area to provide a more stimulating site and allow more free flow activities.

The effectiveness of leadership and management of the early years provision

A committed group of staff ensures the smooth running of the nursery on a daily basis. All safeguarding and child protection policies are securely in place and updated. Staff sign to show they have read the policies and understand what is expected of them. Risk assessments are detailed and clear. Daily checks are made to ensure the rooms and toys are safe and ready for use. Child protection is a priority. Procedures are in place to identify any child who may be at risk. Consequently children are well protected. In addition staff are carefully vetted through Criminal Records Bureau (CRB) checks, but evidence of this is not always available on site as it should be. Staff are suitably qualified or working towards appropriate qualifications and are encouraged to participate in further training to enhance and deepen their understanding of the Early Years Development. Staff are used effectively as key workers to provide good support for the children. Resources are readily available for the children to choose for themselves.

Parents speak highly of the nursery and are engaged with excellently. 'There is a good balance between learning and play', and, 'staff are very approachable and nothing is too much trouble for them' are some of the comments. Other parents appreciate the way the staff who run the baby room try to continue any routines the babies have already settled into at home. A parents' questionnaire also supports these views. The children's record books keep parents fully informed about their child's progress and next steps for learning. Home/nursery books ensure parents are fully informed daily about what their child has done. Parents are encouraged to record anything the child does at home.

The nursery has limited liaison with the secondary school whose site it shares but has done all it can to develop links with the many primary schools that take children from the nursery. There are visits from some of the reception teachers and a comprehensive record about each child is sent to their new school. The inclusive nature of the nursery means that all children are made welcome. Outside agencies provide additional guidance and support to ensure any child with special needs and/or disabilities is offered appropriate tasks that effectively match their needs.

All recommendations for the previous report have been addressed. A written record shows how well the staff know the nursery and its strengths and areas for further development. As a consequence the nursery is well placed to move forward.

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

A stimulating environment and caring staff greet the children when they arrive. A good range of activities in all areas of learning encourage the children to explore, learn and enjoy. There is a good balance between adult-led and child-led activities. Children's interests are taken into account when planning activities. Planning covers all areas of learning, but lacks clarity to show how the activities are delivered to match the needs of all the children or what the learning intentions are. Despite this children make good progress. Assessment is thorough and regularly carried out. Any member of staff can record an observation and this in turn is put into the child's folder. These folders are very informative and clearly show the next steps for learning and include photographs to add to the interest.

There is a strong emphasis on language development with staff encouraging children to talk about what they are doing. Even in the baby room staff continually talk to the babies who respond with gurgles and smiles. Older children thoroughly enjoy a game with the parachute outside. They laugh and giggle as they roll a ball around the parachute and try not to drop it. Children are developing a love of books as staff regularly read them a variety of stories. Older children happily choose books from the book corner as they wait for others to get ready for dinner. Babies enjoy exploring a variety of toys, particularly enjoying one that plays tunes. One baby was observed bouncing up and down to the music. Computers are available but no one chose to use them. All activities prepare the children well for the next stage of life.

Staff are very caring and supportive. The children's welfare is their priority. Consequently children are happy, settled and confident. There is a positive atmosphere in all the rooms. Children are well behaved because they know what is expected of them. Personal and social skills are developing well. Older children are learning to share and tidy up whilst the babies learn to be aware of others around them.

Personal hygiene and a healthy lifestyle are well promoted through healthy snacks and freshly cooked lunches. Children are constantly reminded to wash their hands with explanations as to why this is necessary. Lunchtimes are social occasions and children sit at tables and are expected to behave appropriately. Older children help themselves to the food, taking a little at a time. Children are expected to say 'please' and 'thank you'. Staff feed the youngest children patiently whilst trying to persuade the others to feed themselves. The food is enjoyed by the majority of children. The outdoor area is enjoyed by all and is used to enhance their physical development. However, this area is not as stimulating an environment as the classrooms. The nursery has plans to develop this further and to explore how it can be used more effectively as an extension to the classroom.

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	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	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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