

Redhill Day Nursery

Inspection report for early years provision

Unique reference number	EY402156
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Inspector	Carol Johnstone

Setting address	200 East Howe Lane, Northbourne, Bournemouth, Dorset, BH10 5JQ
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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

Redhill Day Nursery registered in 2009. It is privately owned and managed by Ringwood Day Nursery Ltd. It operates from premises in the Redhill and Northbourne District of Bournemouth. The premises are divided into two main play rooms, one specifically for babies. There is also a separate cot room. There are secure outdoor areas which the children use on a daily basis. The nursery receive funding for early years education and are registered on the Early Years Register and both parts of the Childcare Register. The nursery is registered for a maximum of 30 children in the early years age group, of whom no more than 10 may be under two years. There are currently 36 children on roll. The nursery is open from 7.45am until 6pm, Monday to Friday, for 51 weeks of the year. There are five staff employed, all of whom hold appropriate childcare qualifications. Two staff are currently working towards the Early Years Foundation degree. A qualified chef provides freshly cooked meals each day for all of the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are relaxed and settled in this bright, new and welcoming environment. There are plenty of colourful resources for the children to access independently and the children particularly enjoy the spacious outdoor area. Children's health is promoted very effectively. There are strong partnerships with parents which help to support the children during their care. Some aspects of children's learning, such as observations and assessments and the planning of activities to meet their individual needs, are still in the early stages of development.

What steps need to be taken to improve provision further?

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

- ensure that staff use effective interaction which will stimulate, challenge and extend children's learning across all activities
- develop staff's knowledge of how to consistently observe and assess children in order to accurately identify their next steps for learning
- review the organisation of sessions to ensure that children are involved and engaged in activities that are appropriate to their individual learning needs
- implement a regular process of self-evaluation within all aspects of practice to identify areas for improvement and development.

The effectiveness of leadership and management of the early years provision

Staff are clear of how to identify the types and signs of child abuse and know the procedures to follow should a concern arise. Consequently, they would be able to quickly obtain support for a child at risk of harm. There is a clear safeguarding

policy which outlines the nursery's responsibilities in this area and this is made available to all parents. Thorough risk assessments of all areas of the nursery are carried out each day. Risk assessments of any outings are also carried out to identify and address any potential hazards. Staff use wrist straps for each child to make sure they are kept safe and secure while out walking. There are comprehensive recruitment procedures in place to make sure that staff are suitable and safe to work with the children. These include reference, police and health checks. There is also an induction and probationary period during which time new staff are taught about safeguarding and health and safety issues. They are also monitored closely to ensure that they are working appropriately with the children and are not allowed to change nappies or toilet children alone. There are very effective security measures in place. Any visitors can immediately be seen approaching through the large windows and no one can enter unless a member of staff lets them in. A password and photograph system has been introduced to make sure that only designated and known parents and carers are able to collect the children.

The premises are spotlessly clean and staff follow very effective hygiene measures. All feeding items, furniture, toys, toilets and floors are cleaned throughout the day. In the baby room, which is fully carpeted, no shoes are allowed so that babies can crawl around safely. Feeding bottles are frequently sterilised and designated cots and bedding are used, minimising the risk of any cross infection. When nappy changing, staff use disposable gloves, antibacterial spray and a special nappy disposal system. Babies who are sleeping are closely supervised with both electronic monitors and regular recorded checks. All staff have current first aid certificates, so they would be able to give appropriate care if needed. There are clear procedures followed for the giving of prescribed medication. Written consent is always obtained from parents and the actual administration is always witnessed by the manager.

There are good relationships with parents. Staff work very hard to involve parents with the nursery and to keep them well informed. In particular, when new parents first attend with their children, there are encouraged to stay for as long as they wish with their children while they become familiarised with the environment. There are also invited to visit as many sessions as they wish with their children before they make a decision for their child to start attending. The clear and detailed policies and procedures of the nursery are shown and explained to the parents. There is a parent website and regular newsletters and questionnaires. There are also 'learning at home' sheets with suggestions for activities. Links with other providers who share the care of the children have been developed and information is shared to help support the children where appropriate.

The nursery have just joined the local Bournemouth Qualities Standards scheme. However, a process of regular self-evaluation to look at all areas of practice with all of the staff team has not yet begun. Staff ratios are always met and all staff are qualified to NVQ level 3 and above. However, at times, the organisation of sessions and deployment of staff is not fully effective in engaging children in activities appropriate to their learning needs. The manager and owner demonstrate a genuine commitment to the development of this newly opened nursery.

Children have started to learn about the cultures and religions of others. For example, recently they celebrated Chinese New Year and the children did some dragon dancing and tried using chopsticks to eat noodles and lychees. There are a range of multicultural resources for the children to use which help to reflect positive images of diversity. A trained special needs coordinator is in place who is able to provide support for any children with special educational needs or disabilities.

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

Children have a range of resources to choose from, such as construction, role play, cars, trains, small world, art and crafts, board games, and water play. Outside, there is cricket, football, tennis, cars and bikes. For babies, there are musical toys, treasure baskets, play tunnels, messy play and finger painting. Children have recently started discussing growth, following a story about Jack and the Beanstalk. The children grew some cress seeds and have now planted beans and carrots in the new vegetable garden. Children have fun in the spacious outdoor area, playing in the Willow house and also pouring water from buckets into the water channels fixed to the wall. Staff bring toys outside on fine days and there are also chalk and painting games on the paved area.

Children's interests are sought out and followed and there is a special book for children to write their ideas in. For example, a group of children recently showed great interest in Star Wars. They found a book at the library to read and made suggestions to build a robot and for them to 'walk' like robots. Although children are happy and settled in the nursery and some assessments have been started of their learning progress, the systems are not yet fully effective in clearly identifying children's individual learning needs. Observations vary in quality and are not always meaningful. Some next steps in learning have started to be identified, but these are not yet consistent and there is a lack of focus on these during the activities. Some staff use effective questions during children's play in order to help them think and learn. However, this is not consistent across all of the staff team and although all staff interact in a warm and friendly way towards the children, some learning opportunities are being missed.

Children know that they follow certain hygiene routines and immediately go to the child height basin in the playroom to wash their hands when staff say it is time for snack. Children choose from a selection of fruit each day at snack time and can help themselves to milk and water. Children greatly benefit from healthy, home-cooked meals each day. A qualified chef obtains fresh local produce each day and provides a nutritious and well-balanced menu. Meals include fish pie, vegetables, roasts, curries and pasta dishes. Babies are also offered the same menu but puréed. Menus are displayed in advance for parents so that they can see what meals are being planned. All meals are served with fresh vegetables such as broccoli and carrots and the children tuck into their dinners with great relish and enthusiasm. Staff are careful to use temperature probes before serving the meals and any allergies are clearly displayed in the preparation area. Children have fresh air and exercise each day through play in the outdoor area and local walks, for

example to the library.

Children are encouraged to be independent, for example 'washing' their plates after snack time which are then put through the dishwasher and putting on their own coats to play outside. Children are starting to learn how to be kind and are making new friends. The staff remind the children during their play about sharing and taking turns. Children recently discussed what 'kindness' rules there should be at the nursery and these are now displayed. Children are also learning how to be responsible individuals, for example, there is a recycling area in the play room with posters showing the children what to put in the box and they independently recycle their paper and card after using it.

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	3

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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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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