

Robins Nest Day Nursery

Inspection report for early years provision

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Inspection date	26/05/2010
Inspector	Fler Wright
Setting address	Perrymount Road, Haywards Heath, West Sussex, RH16 3BJ
Telephone number	01444 416871
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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

Robins Nest Day Nursery is one of two settings run by a partnership. It opened in 2001 and operates from a self-contained building in Haywards Heath, West Sussex. A maximum of 32 children may attend the nursery at any one time. The nursery has five main play rooms, kitchen and toilets and all children share access to a secure outdoor play area. The nursery is open from 7.30am to 6.00pm, Monday to Friday throughout the year.

The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently 53 children on roll aged between two and under eight years. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and supports children who speak English as an additional language.

There are 10 members of staff, seven of whom hold appropriate early years qualifications to at least NVQ level 2. One of the owners is a qualified teacher and holds Early Years Professional Status. Three members of staff are working towards a qualification. The nursery provides funded early education for three and four-year-olds. The nursery receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development towards the early learning goals of the Early Years Foundation Stage given their starting points and capabilities. They are happy and content in their play and very much take ownership of the nursery environment. Each child's individuality is recognised and nurtured by staff, who have a secure knowledge of their individual needs, interests and abilities. Partnerships with parents and other agencies remain a strong priority for the nursery and are developing well. Effective evaluation techniques ensure the nursery continues to evolve and outcomes for children are enhanced. The nursery have a strong capacity to ensure their continuous improvement and have taken suitable steps to address previously identified weaknesses.

What steps need to be taken to improve provision further?

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

- ensure all resources and areas used by children are kept clean and are organised appropriately in order to minimise clutter
- increase the information available to parents about the Early Years Foundation Stage and how children learn through their play

The effectiveness of leadership and management of the early years provision

Staff fully understand their responsibilities to safeguard children's welfare and have attended training in this area. Robust recruitment and vetting procedures are in place, and rigorous risk assessments help to ensure children's safety and welfare is of paramount importance. The nursery is a safe environment for all.

Staff are motivated and work well as a team, ensuring all groups of children have the opportunity to achieve as well as they can. Good use is made of space and time, and staff are usually deployed effectively to ensure all children gain the most from their time at the nursery. Resources are in plentiful supply and ensure children are involved in a good range of purposeful play. Most of the equipment is in good condition and is used well to achieve the planned goals in learning and development.

Effective reflective practice and evaluation techniques form a pivotal role in helping the nursery to devise well targeted plans. Staff seek views from children, parents and external agencies and continually strive to improve every aspect of nursery life. The success of children's development in all areas of learning is being monitored and evaluated. The management address areas that they consider need further staff awareness quickly, ensuring they have a positive impact on children's learning opportunities. All of the required paperwork is in place, and the policies and procedures in force ensure the nursery runs smoothly.

The nursery works hard to ensure good partnerships with parents are formed. Regular events such as barbeques, a sports day with picnic, Halloween and Christmas parties all help to ensure parents are able to socialise together and with staff, and become an important part of nursery life. Regular parent consultations ensure they are aware of how their children are progressing, and they have frequent opportunities to add to their children's learning journals. However, in some cases it is evident from the comments they make in these that their understanding of the Early Years Foundation Stage and the ways in which children learn through their play, is limited. Staff are continually looking at new ways to address this issue further in order to strive towards the seamless delivery of the curriculum for all children. The nursery have developed good relationships with other local settings, and work well with them to support the consistent delivery of the Early Years Foundation Stage for those children attending more than one provision.

The nursery is committed to promoting equality of opportunity and work with parents and other agencies to support and meet children's individual needs. All children and families are valued and appreciated by staff who are proactive in ensuring the nursery environment is inclusive for all. Staff work with parents of children who speak English and an additional language, to highlight key words in their home language to help give the children an important sense of belonging. Makaton is used regularly and helps all children and staff to communicate effectively. Children's differing abilities are catered for within the educational

programme, meaning all children make good progress in their learning and development.

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

All of the children are active, inquisitive learners who make good progress in all areas of learning and development. They demonstrate that they are happy, confident and safe within the environment. Staff encourage the children to play their own dynamic role within the nursery. Children very much take ownership of the space available to them, and roam confidently around the workshop areas with purpose. They each know where their own trays are, and eagerly place the work they have created in them throughout the day ready to take home and share with their parents.

Staff have a secure understanding of the Early Years Foundation Stage and the key worker and grouping systems in place help to support children to achieve good outcomes. Children make good progress towards the early learning goals. The different ways in which staff make observations of the children, and the good use of open-ended questioning, ensure few learning opportunities are missed. Observations are used effectively to inform planning for the next steps in children's learning. Children's interests form a key part of the planning process. For example, themes such as 'favourite characters' ensure children are engaged and keen to learn. Responsible staff check through children's learning journals regularly to ensure that records and observations are kept up to date. This system is effective as any gaps in their achievement records are quickly highlighted and activities and experiences planned to ensure good progress is made in all areas of learning. Planning for individual children is available for all staff to access in workshop areas, to ensure that whoever is working there is able to identify the specific learning intentions for a particular child. This contributes to the good outcomes for all children.

Children have access to all areas of the nursery throughout the day. They are able to continually make choices for themselves as they become independent learners, thus promoting their confidence and increasing their self-motivation. The open plan environment and effective grouping systems allow children to join in with individual, small or large group play. Children are very used to routines. The vast range of resources available to them are cleaned regularly, although some of the cushions and rugs look worn, dirty and unhygienic. Workshop areas are well spread out within the nursery, although the entrance hall that children pass through to get to the garden is cluttered. The environment is well planned to ensure that children are able to experience all areas of learning through their play. The outdoor environment is an effective extension of the play space. Low level displays of children's work and photographs of their peers, help to create an important sense of belonging. Children are able to display their own work on the wall in the graphics area, as plastic pockets are placed strategically to enable them to slip things in as they please for all to see.

Children form close bonds with adults and other children at the nursery. They

confidently go to adults for support, showing strong relationships have been built. Most children behave well and respect their peers. Staff apply clear and consistent boundaries so that children develop a knowledge of what is expected of them, although not all behaviour incidents are witnessed. Staff offer lots of praise and encouragement to children, making them feel good about themselves.

Children greatly enjoy their time at the nursery. They take pleasure in creating masterpieces in the messy room, playing musical instruments and singing at circle time and using their imaginations in the role play area. Children enjoy using the computers that are freely accessible, and demonstrate excellent mouse control. They competently use digital cameras to take photos of each other. Most children speak with confidence, and are able to express themselves in a mature way, indicating their thoughts and views are regularly listened to. They demonstrate good progress in developing the skills that will help them in the future.

Children have a strong understanding of keeping themselves healthy, and activities and experiences around the nursery help to ensure this remains of paramount importance. However, the cleanliness of some of the toys and equipment around the setting, hinders the nursery's full potential in this area. Healthy meals and snacks prepared by a trained chef ensure children eat a balanced diet. A great deal of thought goes into ensuring the food on offer is of a high quality. The nursery have recently undertaken a voluntary nutritional analysis of their food, and were highly commended. Children develop a positive attitude towards being active as they are able to use the outdoors area freely during the day. A good range of equipment enables them to develop their physical skills both in and outdoors. They ride competently on bikes and trikes and enjoy climbing and balancing on the equipment available. Their fine motor skills are encouraged throughout their play.

Children demonstrate a strong sense of security and understand issues relating to safety as they are gently reminded by staff how to keep themselves safe during everyday situations, such as when learning how to stop on a bike. Children are highly valued and staff know each child well. They engage in a good range of activities and experiences which help them to value diversity. They have access to a range of resources which help them learn about communities and the wider world, and celebrate a range of cultural and religious festivals throughout the year. Overall, outcomes for children are good.

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	2

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	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	3
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