

Rosegarth Day Nursery

Inspection report for early years provision

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06/04/2010

Inspector

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Setting address

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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

Rosegarth Day Nursery opened in 1997. It is privately owned and operates from four rooms within an extended house in Weston, Southampton. The nursery is close to shops, schools, parks and transport links. The nursery is open each weekday from 8.00 am to 6.00pm for 48 weeks of the year. All children share access to a secure, enclosed outdoor play area.

The nursery is registered on the Early Years Register for a maximum of 24 children from one year to five years, at any one time. There are currently 19 children on roll at the nursery. Some of the children receive funding for early education. Children come from a local and surrounding areas and are able to attend for a variety of sessions.

The nursery owner who also manages the nursery employs four members of staff. All staff hold appropriate early years qualifications. The setting receives support and advice from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are warmly welcomed into the safe and colourful nursery, where there is a home from home atmosphere. Staff meet children's care and learning needs to an appropriate level, providing them with enjoyable and practical play activities which cover all areas of learning. Staff are building up their knowledge of each individual child and their stage of development. However, they are not yet effectively using this information to consistently implement their 'next steps' into the nursery practices and routines. A strength of the nursery is the extent to which children make a positive contribution; they develop a clear sense of belonging and are learning to take responsibility for themselves. Suitable systems are in place to evaluate the setting's strengths and areas for improvement, which include nursery development plans. Management and staff are working towards Early Years Foundation Stage good practice with the help and guidance of the local authority.

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 record of risk assessment covers all areas used by children and clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 12/04/2010

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

- review some areas of the indoor environment to ensure it contains resources which are age appropriate, particularly for the younger children attending
- consistently analyse your observations to help plan 'what next' for individuals and groups of children, including teaching them about how to stay safe
- expand the safeguarding policy to ensure it is in line with the Local Safeguarding Children Board guidance and procedures.

The effectiveness of leadership and management of the early years provision

The suitably organised management team ensure that children are appropriately safeguarded. They have systems in place to ensure that all staff are vetted which includes a clear Criminal Record Bureau check. Staff have a sound understanding of the signs and symptoms of abuse and of the child protection procedure, should they be alerted to any safeguarding concerns. However, the nursery's child protection policy is very brief. Most documentation is up to date with the exception of the written risk assessment. Although risk assessments are carried out on all areas used by the children and hazards are minimised, the written record does not reflect this and is not annually updated, which is a regulatory requirement. Documentation which supports children's health and welfare is complete. High ratios are maintained and the current low numbers mean that children receive a lot of attention.

The setting has a wealth of play resources, for children, covering all areas of learning and have organised them in zoned areas for them to freely access. A very comfortable and inviting book bay is well used by the children. However, a few of the areas are not organised to effectively meet the needs of the younger children attending. For example, there are an excess of jigsaws for the older more able child, with less emphasis on age-appropriate toy resources for the just two's and one-year-olds. The garden is going through a rigorous make-over and although currently out of use, will be an exciting extended free-flow play area for children. While the garden is out of use the nursery utilize the local park to ensure children experience daily physical play.

The management team and staff have a clear drive towards improvement. They have made great efforts in improving the setting since the last inspection but not all of these have filtered through to the children yet. For example, the garden is currently work in progress and some indoor areas have been made more stimulating and inviting to children, with emphasis on independent, child-initiated learning. Some of the fully qualified staff team are keen to gain further qualifications and attend short courses to keep their knowledge up to date. For example, the supervisor attended a common assessment framework course and Early Years Foundation Stage courses. They have completed an accurate Ofsted on-line self-evaluation form and have identified some areas for future improvement.

The setting recognises that each child is unique and promotes equality and diversity through the many posters they have displayed, their play resources and books. They understand the importance of working with parents whose children

are learning English as an additional language, to source books and key words. Staff build friendly and relaxed relationships with parents with whom they communicate with daily, to ensure suitable continuity of care and learning. Parents are able to view their child's 'learning story' completed by their key person and provide a good amount of information to the nursery to ensure staff know their starting points. Although 'next steps' in children's learning are identified by staff they are not yet successfully used to inform the planning. Neither are they effectively shared with all parents by the key person so parents can link the learning at nursery to life at home.

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

Children are well settled and enjoy their time at nursery. Overall, staff provide a suitably enabling environment which is coupled with appropriate adult support to ensure all children progress towards the early learning goals. Children are building up their confidence and although fairly young, are starting to take responsibility for themselves. For example, they are independently encouraged by the adults to select a tissue for their nose and then dispose of it in the 'pink piggy' bin. This in turn impacts on children's health because the nursery staff are minimising the risk of cross infection.

All children happily and independently engage in play activities of their choosing. Although the emphasis is on child-initiated play, most of the small group of children currently attending and staff gravitate to the room with the bay window. Here, they sit comfortably on cushions looking at books and talk confidently to adults about the pictures, characters and what they see, developing their communication, language and literacy skills. They play with small worlds toys on the floor and select puzzles from the open shelving, although these are sometimes too advanced for the younger children attending. Adults interact appropriately with children to build on their knowledge and learning skills. For example, children are encouraged to count how many cars are on the play mat and to talk about the features of the character on the puzzle pieces, relating them to their own facial features. Some children show skill and confidence when using the nursery computer. Older children use the mouse well to click and drag puzzle pieces into place to make a picture. Whilst younger children are learning to use the mouse by a good programme which encourages them to pop bubbles to reveal a picture by clicking and moving the mouse. The adult-directed activity achieves its aim for the couple of children involved in the activity with good differentiation. However, because the current planning does not cover personalised learning aims for all the children attending, the nursery are not systematically and successfully building on children's next learning steps in all six curriculum areas.

Children are encouraged to get their coats on independently and walk safely to the park under supervision from the adults who operate good ratios for walking. Adults ensure that children cross the road safely but miss the teaching opportunity to talk to the children about road safety. Staff identify the risks and reduce the hazards for children whilst at the park. For example, they keep children away from running dogs and clear up dog mess with rubber gloves. Children laugh and run, enjoying

the freedom and fresh air. Adults take a ball to the park to encourage the children to kick and catch. The children notice the flowers growing on the grass and pick the daisies; they count them and the dogs they see encouraged by the adults. Some of the adults introduce new language. For example, they encourage an older child to look and wave at their shadow. All children behave well and know their boundaries. After their visit to the park children wash their hands and sit together in a small group in the art room to have their hot, nutritious lunch of pasta bolognaise. They are encouraged to independently pour their own drinks of water or milk from a large jug. Children learn about the diverse world we live in by activities which link to celebrations, such as Diwali, Christmas and Chinese New Year.

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

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| 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

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| 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 | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 3 |
| 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 | 3 |

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