



Rendlesham Day Nursery

Inspection report for early years provision

Unique Reference Number EY300980
Inspection date 23 November 2005
Inspector Deborah Kerry

Setting Address 162 Acer Road, Rendlesham, Woodbridge, Suffolk, IP12 2GA

Telephone number

E-mail

Registered person Detapak Ltd

Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Rendlesham Day Nursery opened in 2005. It is situated on the outskirts of Rendlesham. A maximum of 51 children may attend the nursery at any one time. The nursery is open each week day from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 42 children aged from birth to eight years on roll. Of these seven receive funding for nursery education. Children can attend for a variety of sessions,

older children are taken and collected from local primary schools and attend the breakfast and after school club. Children come from a wide catchment area. The nursery currently support one child with special educational needs.

The nursery employs nine staff. Eight staff and the two directors hold appropriate early years qualifications. One member of staff is due to start her training in January 2006

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's physical development is promoted well, by them having daily access to the outside play area to run, skip and jump which helps to develop strong bones and muscles. They use bicycles, skittles, bean bags and balls, so children can throw, catch, roll balls and ride. They have access to a variety of tools and equipment through art and craft, play dough and sand that effectively promotes hand eye co-ordination and children's small physical skills. There is a separate room so babies can sleep and rest to their own home routines, older children use sleep mats to rest on, or can look at books and sit and rest quietly.

Children are developing their knowledge on personal hygiene as part of the daily routine as they are encouraged to wash their hands before eating and after using the toilet, however they all use the same water when they wash their hands. They are well protected from infection as staff clean tables before snack and follow good hygiene procedures when preparing snack. The nursery uses 'real' nappies and there are clear, effective procedures in place that staff follow when changing children and for laundering nappies.

Children show a good understanding of how to keep themselves healthy and what foods they need to eat to promote this. Children staying all day are provided with balanced, freshly home cooked meals at midday and tea-time. Daily checks on the temperature of the fridge ensures that all food is appropriately stored, this effectively promotes children's health. Children's medical and dietary needs are recorded and displayed so that all staff are aware of these, so children's individual health needs can be provided for. Staff sit with the children when eating which helps children to develop and promote their social skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The layout of the room for resources and equipment allow children to move about freely and safely within the setting. Staff have written checklists when setting up each day that effectively protects children from any hazards. Fire drills are practised regularly and recorded, which ensures staff and children know the evacuation procedures and are kept safe.

Children have access to a wide range of good quality toys and resources that are suited to their age and stage of development and actively promotes children's progress. Children are able to independently self select from the wide range of good quality, safe resources and activities available to them, that helps with their development.

Children are kept safe and secure as doors are kept locked and access to the premises is gained only when staff answer the door bell, this protects children from unchecked adults. There are gates across the doorways to each room which ensures children are supervised at all times and protects them from any hazards. Children are learning how to stay safe and prevent accidents as staff explain why they need to sit on their chairs properly.

Children's welfare is safe guarded and well promoted as the setting has a child protection policy in place with contact numbers, which follows the local Area Child Protection Committee procedures. All staff have undergone training on child protection and have a good understanding of child protection and there are clear procedures in place for staff to follow if they have concerns for children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed and settled and have formed good relationships with staff and other children. Children are provided with a broad range of resources and activities that promotes their learning and development. Children are learning what is expected of them and can work cooperatively with each other, through clear, consistent expectations from the staff and are asked to help at tidy up time. Parents are kept informed on events and activities that their children take part in within the nursery through the daily board.

Children are able to build on their existing skills from the activities provided that are suitable to their stages of development. They are learning to concentrate and attempt new activities that will challenge them and boost their self-esteem.

Nursery Education

Teaching and learning is good. Staff have a good understanding of the foundation stage. The short term planning is clearly linked to the early learning goals and to the stepping stones, however, they do not always include differentiation for the different abilities of the children that attend the nursery. Children have their own key worker and regular observations are completed so children's progress is recorded on their developmental files, these are colour coded and clearly shows where the children are in their learning and their next step.

There is a wide variety of resources and activities on offer each day and children are also able to initiate their own activities which shows that they are listened to by the staff. Children are involved, interested and interact well with staff and other children and are able to work at their own pace. Staff use effective questioning techniques which helps to develop children thinking skills and enables them to make good

progress in their learning. Children develop a sense of time through the daily routine, when looking at the clock face, they know that when both hands are at the top it is 12 o'clock and time for lunch.

Children are developing their independence as they pour their own drinks at snack time and put on their shoes and coats before going outside to play. Children's understanding of sounds and letters is promoted as staff sound out individual letters in the children's names and more able children are able to write their own names on their work. They are learning to count through the daily routine as children are counted before they go outside and by the number line displayed. Children are not encouraged to investigate technology as they have limited access to programmable toys. Children's imagination is well fostered through making coloured prints of their feet and collages using leaves that are then displayed within the nursery.

Helping children make a positive contribution

The provision is good.

Children are listened to and spoken to by staff who ask open ended questions that effectively develops their thinking skills and helps them make good progress. Children's behaviour is managed in a calm and consistent manner by all the staff who follow the nurseries policies and procedures so that children learn how to behave well. Children are given positive praise and encouragement for their efforts and their work is valued by staff.

The needs of the younger children are well met as activities from 'Birth to three matters' are used in planning for children under threes years old. Activities provided cover a varied curriculum, however, children have limited opportunities to learn about other cultures. Children with Special Educational Needs are supported and additional advice is sought that enables staff to plan activities that meet their individual needs so they can make progress in their learning. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good.

Parents and carers are welcomed into the nursery and the daily board helps to keep parents informed of activities and current events. Parents view's about their children's needs and interests are discussed when children start and they are also given information on the Foundation Stage. They are informed who their child's key worker will be, so they can discuss their child's progress or any concerns with that member of staff. Parents are invited to bring in items for topics or themes that are being covered and their children's development records are available to view at any time so parents can see how their children have made progress and can be involved in their child's learning.

Organisation

The organisation is good.

Children are looked after by staff who have experience and are qualified in early years. There are clear procedures in place for staff induction, that ensures staff are aware of all policies and procedures of the nursery that helps to promote children's development. Records and documentation is well organised and kept up to date and confidential.

Leadership and management.

Leadership and management is good. The staff are supported in their professional development and individual training needs that have been identified by the nursery manager. There are regular staff meetings which helps to promote good team working and all the staff have input with ideas for planning for children's learning. Planning is clearly linked to the early learning goals and stepping stones, however, the adult focused activity does not always includes activities for children of different age groups and abilities. Children's needs are well met as each morning there is a short staff meeting to ensure all staff are aware of their responsibilities and daily checks are completed before children arrive for the day. Staff have been given clear job descriptions which sets out their roles and responsibilities during the day so that children's needs can be met. Overall the needs of the children are being met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should

take account of the following recommendation(s):

- ensure that children do not share water when washing their hands

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the planning to provide children with opportunities to learn about other cultures and their understanding of information and communication technology
- develop the short term plans so they include differentiation for children's abilities
- develop the adult focused activity so that it is adapted for all children's level of ability.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk