



Ridgeway Sunbeams

Inspection report for early years provision

Unique Reference Number	EY286915
Inspection date	17 January 2006
Inspector	Jacqueline Mason
Setting Address	Ridgeway Primary School, Grange Road, Burntwood, Staffordshire, WS7 4TU
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Registered person	Subcommittee of Governors:Ridgeway Primary School
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

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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 satisfactory.

WHAT SORT OF SETTING IS IT?

Ridgeway Sunbeams opened in 2004. It operates from two rooms within Ridgeway Primary School in Burntwood, Staffordshire. The children have access to a secure outdoor play area.

There are currently 60 aged from aged from 3 years to 11 years on roll. This includes 40 funded three and four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs.

The nursery opens five days a week, all year round. Opening times are from 08:00 - 17:30.

Five members of staff are employed to work with the children and over half have Level 3 Early Years Qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Healthy eating is promoted well by staff. Children are well nourished and are developing a good understanding of healthy eating. For example children are aware of the benefits of eating fresh fruit and vegetables daily. Special dietary needs are met through discussion with parents and the provision of healthy snacks. A water fountain in the reception area ensures that drinks of water are readily available. Children are encouraged to recognise when they are thirsty and they are developing independence in helping themselves to a drink.

Children are aware of the need for good hygiene to promote good health. Staff act as positive role models and encourage children to have regard for personal hygiene, helping them to understand the importance of hand washing after toileting and before eating. The use of songs and rhymes to promote good health and hygiene are used effectively. Children enjoy singing them and understand the messages that the songs carry. Staff take positive steps to reduce the risks of cross infection and the effective procedures for sick children help ensure the best interests of children are met at all times.

The provision for physical development is good. Indoor and outdoor spaces are used well. Children enjoy physical activity and enthusiastically take part in ring games, musical movement sessions and outdoor play. Provision is made to ensure that children have daily opportunities for energetic physical play and this helps to contribute to a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The physical environment is welcoming to children helping them to feel secure and settled. Staff have a good awareness of the importance of keeping children safe when they are at nursery and take all necessary precautions to limit hazards. Regular and effective risk assessments help to ensure that the environment remains safe. Toys and equipment are checked and cleaned regularly to ensure that they are clean, safe and suitable for their purpose.

Effective procedures for monitoring visitors helps to protect children from persons who have not completed vetting procedures such as police and health checks. Security of the premises is good. Children are also well protected due to robust

procedures for their arrival and collection. Staff have a good awareness of the procedures that they should follow if children become lost or are not collected at the end of the day. Knowledge and understanding of child protection procedures are good. Staff have a thorough awareness of the signs and symptoms of abuse and some staff have attended child protection training. They are confident to report concerns and are able to put necessary procedures into practice to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

A consistent routine is followed that helps children to feel confident and develop a sense of belonging. They know what happens next during the day and are confident to work independently within the nursery. Children are happy and settled and enjoy their time in the nursery. They enjoy exploring a wide range of activities that are interesting and stimulating although sometimes the beginning of play sessions are too structured to allow children the freedom to choose activities independently. Children are confident to work alone as well as with adult input. Staff respond well to the children and are interested in what they say and do.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory. Activities are not sufficiently evaluated to identify children's achievements or difficulties to enable staff to effectively plan the next steps in children's learning. Records of children's achievements are not well maintained to ensure that staff know that children are making progress towards the early learning goals. Staff do however know each child well and are aware of their stage of development and their position along the stepping stones. Staff have a good knowledge of the Foundation Stage and plan to ensure that children have access to resources that support their learning across all areas of learning. Adult-led activities are adapted to ensure that younger and less-able children are able to participate and activities are extended for older and more-able children to ensure that they are sufficiently challenged. The learning intention of each adult-led activity is clear and links directly to the stepping stones. Children are encouraged to work independently although after registration are often directed to activities rather than being given choice. Staff are very good at recognising opportunities to consolidate children's learning in everyday play situations for example encouraging children to count the number of yellow pegs in their 'pegs pattern' and naming shapes and colour in craft activities.

Children demonstrate a good interest in the activities provided and have a positive approach to learning enabling them to build on what they already know. Staff have good relationships with the children and are actively involved in their play and learning. Staff sit with the children and ask questions to encourage them to think and offer appropriate support when needed. Children behave very well and respond positively to the consistent behaviour boundaries. Good behaviour is valued by staff, helping to promote children's self-esteem. This is further encouraged by the implementation of a consistent routine with which children are familiar. Children

interact well with adults and each other. They initiate interactions with each other and have regard for each others' needs. Conversation is good and children are developing a good vocabulary based on their own experiences and adult input. They take pleasure in listening to stories and enjoy looking at and talking about illustrations in books. Children recognise that print carries meaning and have plentiful opportunities to see their written names. They have a good awareness of phonic sounds and are often able to hear the initial sound in words and recognise initial letters. Good opportunities to write for different purposes are provided, for example diaries and notepads in the role play areas. Children use numbers up to 10 confidently and most children are able to count objects reliably saying a number name for each item. Children are developing an awareness of calculation and enjoy predicting answers to number problems in adult-led and free-play situations. Number is encouraged in everyday play situations resulting in children using number names, shape and positional language, such as in front and behind, spontaneously during their play.

Children's knowledge and understanding of the world is very good. Information and communication technology is used confidently and many children are able to complete simple computer programmes without adult support. Mouse control is developing well. Children enjoy using everyday technology such as telephones and cameras and good provision is made in the role play areas to encourage this. Staff have a good understanding of equal opportunities issues and this helps them to present an interesting and varied programme of activities to help children learn about their own and other customs, cultures and beliefs. Children play imaginatively. They engage in role play activities based on their own and imagined experiences. Songs and rhymes are enjoyed by all children. They join in enthusiastically with dancing and ring games and are able to recall songs from memory. A sense of rhythm is developing well and children are able to tap out repeated rhythms with adult support.

Helping children make a positive contribution

The provision is satisfactory.

Staff have a good understanding of equal opportunities issues. Children are learning about the world around them through the effective presentation of activities that promote positive images of diversity. Children's spiritual, moral, social and cultural development is fostered well. Children take responsibility for themselves and show care and respect for others, working harmoniously together. Staff manage children's behaviour well. Strategies to manage unwanted behaviour are appropriate to the age and level of understanding of the children. Consistent ground rules are in place that help children to learn behaviour boundaries. Children know what they can and cannot do and respond well to the high expectations. Good behaviour is praised and rewarded and individual efforts are valued by all staff. Staff work to meet individual needs. Children with special needs are welcomed into the nursery. The co-ordinator for special educational needs is aware of her role and responsibilities although does not review children's individual plans as often as needed to ensure that the plans are still appropriate. She works well with parents and carers to identify and manage needs.

Partnerships with parents and carers are satisfactory. Parents and carers are kept informed about the provision and have access to all policies and procedures. The complaints procedure does not include the contact details of the regulator. Although parents and carers are kept informed of the topics that their children will be experiencing throughout the school year information about the activities that their children take part in as part of their nursery education are not made available. Parents and carers are not kept informed about their children's developmental progress although an 'open-house' policy is maintained to enable parents and carers to question staff if they wish to do so. A once-yearly open-evening is also held where parents and carers have the opportunity to discuss their children with the key worker. There are some systems in place to encourage parents and carers to share what they know about their child and be involved in their learning.

Organisation

The organisation is satisfactory.

Effective registration procedures help ensure that staff know which children, adults and visitors are present at all times. Ratios of adults to children are good and this helps children to have sufficient adult support. Children feel settled and secure in the friendly, calm environment. The premises are warm and inviting to children, parents and carers and displays of children's work add to the welcoming atmosphere. Toys and equipment are stored on low-level shelving. Boxes are labelled with pictures and words helping children to work independently to tidy away at the end of the session. An effective key-worker system ensures that each child has a named person who takes responsibility for co-ordinating information about their needs and development. All necessary policies and procedures are in place helping parents and carers to make informed choices about their children's care. Policies are reviewed regularly to ensure that they are still valid. Staff records are maintained although records of committee members are not kept in the nursery. Overall the provision meets the needs of the children for whom it provides.

The leadership and management of the nursery is satisfactory. The staff work very well together as a team and each are aware of their roles and responsibilities although the manager takes on the role of designated person in all areas of responsibility, for example child protection and behaviour management. Staff are committed to the welfare and education of the children in their care and are enthusiastic about further developing their own skills and knowledge. The systems to monitor the strengths and weaknesses of the nursery are effectively monitored and links are beginning to be made with the foundation class in school.

Improvements since the last inspection

At the last inspection actions and recommendations were raised. The nursery were required to improve their administrative procedures to ensure that a record of the arrival and departure times of both children and staff were recorded daily; written parental consent for staff to seek emergency medical advice or treatment and to administer prescribed medication was obtained; and a record maintained, signed by parents, of medication dispensed. The nursery was also required to conduct a risk

assessment of the premises to ensure the safety of children, improve records relating to day care activities and to improve their resources to promote diversity.

Very good progress has been made in all these actions and recommendations. With the exception of the written records of committee members all necessary documentation is now in place. Registration systems have been improved and are effective to ensure that staff know who is on the premises at all times. Parental consents and medication records are now effective and maintained to ensure that children's needs can be met with regard to keeping them safe and dealing effectively with medication and emergency medical situations. Effective procedures to conduct regular risk assessments of the premises ensure that children can play safely. Resources to promote equal opportunities have been extended and children now have very good opportunities to learn about diversity.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints 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):

- improve the organisation of the day, after registration, to help children to be able to have independent choice of activities
- up-date the complaints procedure to include the contact details of the regulator
- ensure that an up-to-date list of committee members is maintained that includes their name, address and telephone number

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 evaluation of activities to ensure that achievements and difficulties are recorded to enable staff to plan the next steps in children's learning
- develop and improve assessment procedures to ensure that children are making progress towards the early learning goals
- develop the accessibility of activity planning for parents and carers and improve the systems for keeping them informed about their children's developmental progress

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