



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY279562

DfES Number: 513891

### INSPECTION DETAILS

Inspection Date	19/01/2005
Inspector Name	Christine Slaney

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Roselands Community Nursery and Playschool
Setting Address	Porlock Way Paignton Devon TQ4 7RH

### REGISTERED PROVIDER DETAILS

Name	The Committee of Roselands Play School
------	--

### ORGANISATION DETAILS

Name	Roselands Play School
Address	Roselands Community Nursery and Playschool Porlock Way Paignton Devon TQ4 7RH

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Roselands Community Nursery and Playschool was originally registered as a playgroup in 1992. It has recently moved to spacious new purpose built premises, which are situated in the grounds of Roseland's Primary School, in a residential area on the outskirts of Paignton. The nursery has been developed through the Neighbourhood Nursery Initiative and is registered to provide care for a total of 57 children aged under 8 years.

The nursery is open from 08:00 to 18:00 throughout the year, excluding bank holidays and Christmas and Easter weeks. Holiday care is also available for children up to the age of eight.

Children and babies are cared for in four age group rooms and there are toilet, changing and disabled facilities and access, as well as kitchen and staff facilities. Outside there are various secure play areas for all age groups, as well as car and bicycle parking for staff and parents.

Roseland's Community Nursery and Playschool is a registered charity and a company limited by guarantee. It is managed by a voluntary committee and the two nursery and playschool co-managers. Eight childcare staff are employed as well as an administrator and receptionist. Six staff have level 3 equivalent qualifications. Two staff members are working towards NVQ3, and a manager is undertaking a degree in Childhood Studies. Staff have experience of caring for children who have special educational needs, and English as an additional language.

There are currently 112 on roll. These include 44 funded three- and four-year-olds. The nursery receives support from Torbay Early Years Development and Childcare Partnership. The group is an accredited member of the Pre-school Learning Alliance and belongs to the National Day Nurseries Association.

### How good is the Day Care?

Roselands Community Nursery and Playschool provides good care for children. There is a well-qualified, enthusiastic and committed staff team who ensure the children in their care have a good experience and enjoy their time in the nursery. The premises are good and very well organised. Space is used well to provide an inviting and welcoming environment with many examples of children's work displayed. Resources are accessible and promote learning. There are also clear routines that help children feel secure.

The organisation of care is well thought out and staff are deployed effectively to support children and new staff. Comprehensive policies and procedures work very well in practice; for example, children spontaneously wash hands after messy play activities. Planning is completed as a staff team and there is a wide range of well-planned activities, toys and equipment, which are age- appropriate and provide challenges to development. Staff use effective strategies to ensure good behaviour. Consequently children are very well behaved.

A detailed risk assessment has been completed and there is a named member of the management committee who has clear responsibility. Consequently staff are clear about their own safety as well as that of the children; for example, they move tables correctly around the room. Practical steps are taken to prevent the spread of infection and promote personal hygiene. There are good arrangements for the provision of drinks. Staff have a very good understanding of special needs and equal opportunities. Staff are also knowledgeable about child protection and there is a clear policy. However, some procedures lack detail for example the recording of existing injuries.

The partnership with parents is good. There are good systems of communication and helpful information is provided. As a result, the nursery enjoys very good relationships with parents.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- The organisation of care is well thought out and staff are deployed effectively to support children and new staff. There is also a detailed risk assessment and a named member of the management committee who has clear responsibility for health and safety.
- Planning is completed as a staff team and there is a wide range of well-planned activities toys and equipment that are age appropriate and provide challenges to children's development.
- Staff are positive role-models. They use effective strategies to promote good behaviour and as a consequence children are very well behaved.
- The partnership with parents is very good. Informal and formal systems are used to keep parents informed their children's progress

**An aspect of outstanding practice:**

There is a supportive and effective management team who are committed to improving provision to meet the needs of all children. For example, they have efficiently moved premises with minimal disruption to the children. There are good systems of induction, monitoring and evaluation which are used particularly well to ensure staff are clear about their roles, responsibilities and their own strengths and areas for development. (Standard 2)

**What needs to be improved?**

- the recording of existing injuries to keep all parties informed.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
13	Keep a written record of existing injuries, signed by parents.

## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

Roselands Community Nursery and Playschool provides high quality nursery education. Children are making very good progress towards the early learning goals in all six areas of learning.

Teaching of the children is very good. Key staff demonstrate a very good knowledge and understanding of the early learning goals and stepping stones and support new staff very effectively. Planning is detailed and effectively links to early learning goals to ensure all aspects receive good coverage. Senior staff have also correctly identified that planning needs further development to ensure new staff feel confident to use it effectively to support children's learning. All staff are clear about the learning objectives of activities and new staff are supported in their use of the curriculum to ensure children are appropriately challenged. Staff evaluate activities and their observations of children, which are then used to inform planning to ensure appropriate levels of extension and support. Children attending with special educational needs are supported very well. Targets are appropriate to their development and other professionals regularly support the setting. Effective support is also given to children attending who have English as an additional language. The assessments of children's learning are used effectively to carefully plan the next steps for each individual child's progression.

The leadership and management of the nursery are very good. The management team have been effective in developing a committed staff team who work very well together. Senior staff regularly monitor staff development through appraisals and working alongside staff.

There is a very good partnership with parents and helpful information is provided. There are effective informal and formal systems of communication.

### **What is being done well?**

- Children are confident and well behaved. Staff are very good role models. Consequently children are making very good progress in all areas of learning.
- Staff interact effectively with children. They are particularly effective when questioning children using techniques which, for example, encourage to recognise that stories have a beginning and end. Children are developing a love of stories and books.
- The senior management team and staff are committed to improvement. As a consequence they are developing very good relationships with other professionals and there are good systems to monitor and evaluate staff development.

- Staff and parents enjoy very good relationships as a result of the good systems for communicating with parents. These enable staff and parents to clearly identify children's needs and progress.

**What needs to be improved?**

- the confidence of new staff in using planning as a tool to effectively to support children's learning

**What has improved since the last inspection?**

Very good progress has been made in tackling the key issues identified in the previous inspection. These required the pre-school to review the planning documentation to avoid repetition. Planning is now detailed and effective and underpins the worthwhile programme of activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are supported very well by staff who understand children's needs. They play well both individually and in group activities. Children behave very well and are familiar with everyday routines like snack and tidy up time. They are encouraged to be independent and some persevere with planned activities like making monster masks. They feel safe and secure and take care of their own needs well, for example washing hands.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They enthusiastically talk about what they are doing. They are developing a love of stories and books as a result of well planned stories sessions. Staff are particularly effective at questioning, which encourages children to recognise that stories have a beginning and end. Children recognise their names and some are beginning to write correctly with well-formed letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to count to 10 and recognise numerals and colour through well-planned activities and the effective use of resources like chalk boards. They thoroughly enjoy action number songs like 'Five speckled frogs', which are used to good effect to reinforce how many are left. Consequently, children are excited about taking away numbers and shout the answer out loud.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore, investigate and find out about features and there are many example of observational paintings. They make careful models from construction sets. Resources are attractive and stimulate children's curiosity. Children talk confidently about themselves and their experiences. They use information communication technology effectively and participate in some appropriately planned themed activities that introduce them to different cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move safely and confidently around their available space, both in and out of doors. Regular physical activities help them to develop skills and they thoroughly enjoy a 'Sticky fingers' music tape. Consequently children are developing a good awareness of their body and how it moves with control. They use a range of tools and materials with increasing control and a good awareness of safety; for example, pencils, paintbrushes glue sticks and scissors.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children have good opportunities to explore colour, texture and form using a variety of medium for example cornflour and water. They confident and imaginative, consequently create and design their own monster masks. They also thoroughly enjoy music and movement and take pleasure in joining in with repetitive songs. Children draw freely and make good representation of living things like flowers. Role play activities are regularly changed and linked to themes.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to improving the following:
- Continue to develop the confidence of new staff so that they are more able to use planning as a tool to effectively to support children's learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*