



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 136067

DfES Number: 511883

INSPECTION DETAILS

Inspection Date	18/09/2003
Inspector Name	Dawn Biggers

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Redroofs
Setting Address	24 Poplar Road North Common, Warmley Bristol South Gloucestershire BS30 5JU

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	Lesley Bates and Roger Bates
Address	24 Poplar Road North Common Warmley Bristol BS30 5JU

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

Redroofs Day Nursery opened in 1979.

It is one of two jointly owned Private Day Nurseries, situated in the Warmley area of South Gloucestershire. The second nursery is located in the St George area of Bristol. It operates from a purpose built building to the proprietors home. The Day Nursery serves the local and surrounding area.

All nursery accommodation is at ground floor level. Children are separated according to age or ability; babies under 2 years, toddlers from 2 - 3 years and pre-school children. Children have access to a number of pets; three cockatiels, one guinea pig, a hen and goldfish. There is a heated swimming pool.

There are currently 72 children from three months to five years on roll. This includes 13 funded three year olds. Children attend for a variety of sessions. The nursery supports children who have special needs and who speak English as an additional language.

The nursery opens five days a week all year round, excluding bank holidays and the Christmas period. It operates between the hours of 08.00 to 18.30.

Ten full time staff work with the children. All the staff have early years qualifications. One member of staff is currently on a training programme. A member of staff is the accredited teacher. The setting receives support from the Early Years Development Childcare Partnership (EYDCP).

How good is the Day Care?

Redroofs Day Nursery provides good quality care for children.

The staff provide an organised, welcoming and relaxed environment where children feel safe and secure. The staff develop very good relationships with the children who appear settled and happy. There is a key worker system in place, who monitors children's development and progress. Children are provided with a varied selection

of well maintained toys and equipment for indoor and outdoor play.

The staff encourage and support children's independence and decisions, which enables them to make choices about their play. The nursery provide a good range of freshly prepared meals. The staff provide consistent routines for eating, resting, playing and opportunities for lots of physical exercise, which helps children to look forward to their day. The staff promote good health, safety and hygiene practices and develop children's awareness of this. Most aspects of safety around the animals is satisfactory.

The staff plan the activities, focusing on the children's development, age and use themes to help them learn about their environment and themselves. This ensures that children are involved in a wide range of interesting and stimulating activities for indoors and outside.

The staff manage children's behaviour well and are positive in their approach. Staff liaise with parents and other professionals to meet the needs of children who may have special needs.

The staff have good relationships with the parents. They share information about the children and discuss activities and children's achievements regularly. Parents are actively involved in identifying children's progress. Parents are given clear guidance about the care provided to children through discussion, documentation and the sharing of policies and procedures which are of a good standard. These continue to be updated and reviewed.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- The staff organise and plan the day. The children have routines for meals/snacks and opportunities to make choices about their play as well as this being more structured;
- The staff have a good relationship with the children. They enjoy their company and know them well. They spend a lot of time talking and playing with them and helping them to learn;
- The staff provide a good range of toys, equipment that are organised, clean and safe. Also opportunities for indoor and outdoor play. The children explore and play enthusiastically with these;
- The staff have a good understanding and experience of supporting children with special needs. The children participate in all the activities and feel fully included and supported;
- The staff have good relationships with the parents and make information available to them. The parents understand about how the Day Nursery works being confident and clear about how their children are being cared for and

feel able to talk with the staff.

An aspect of outstanding practice:

The nurseries organisation and planning enables children to have a good variety of stimulating activities, whilst staff support and encourage them within their learning and development.

What needs to be improved?

- the children's safety in regard to the hen area.

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
6	Ensure that the hen does not pose a hazard to children.

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

How effective is the nursery education?

Children are making very good progress towards the early learning goals.

The teaching is very good. Most staff have a good knowledge of the early learning goals. They all contribute to the planning and take responsibility for leading sessions. Staff offer a wide range of exiting and stimulating activities to encourage and extend children's learning and they are good at creating an inclusive environment. They imaginatively use resources and use open ended questions to support children's learning and encourage them to think. However younger children could be given further encouragement to practice early writing skills and to linking sounds to letters.

The leadership and management is very good. A qualified and dedicated staff team are committed to providing children with good learning experiences. Management are committed to staff development; they encourage staff training and less experienced staff are well supported.

Partnership with parents is very good. Parents are provided with plenty of information about the setting and entry to the nursery is well planned. Parents have free access to their children's assessment records. They are invited to two parents evenings each year to discuss progress and they are given the opportunity to contribute to the developmental assessments.

What is being done well?

- Staff give particular attention to children's personal, social and emotional development resulting in children who are confident, and keen to learn. They make good relationships with other children and staff, showing care and concern towards others. Children are well behaved.
- Three-year-old children are making very good progress in mathematical development. They are developing good awareness of numbers, frequently counting to 10 and some children can take away. They use a lot of mathematical language to compare size and shape both in adult led activities and imaginative play.
- Staff work well together as a team; they clearly understand the early learning goals which leads to effectively planned activities that are interesting and exiting.
- Management are committed to staff development; they provide regular in house training and support staff to attend external courses. Students are well supported.
- Partnership with parents is very good. They are made to feel welcome and are provided with plenty of information about the setting and about children's

care and learning

What needs to be improved?

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| <ul style="list-style-type: none">● There are no significant weaknesses however consideration could be given to the following;● staff support for three-year-olds to practice early writing skills;● opportunities to introduce three-year-olds to linking sounds to letters. |
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What has improved since the last inspection?

<p>The last Ofsted inspection raised one key issue that the nursery should improve the programme for language and literacy by providing children with more opportunities to recognise their own names and by using a consistent approach to teaching children to write their names, with correct use of upper and lower case letters.</p>

<p>Good progress has been made:</p>

<p>all work on display is clearly labelled and drawers for children's work are labelled and have a picture or textured design to help recognition;</p>
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<p>name recognition cards have been introduced for tracing and copy;</p>
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<p>children are encouraged to find their own labelled project books;</p>
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<p>pencils and highlighters are used for name tracing instead of dots;</p>
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<p>appropriate size lettering is used for stage of child's development;</p>

<p>However all staff could encourage younger children to begin making marks, to identify their work and to develop their pencil skills.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. They are developing independence and confidently select and carry out activities, including taking messages. They show interest and participate enthusiastically in well planned activities that are well supported by staff. They are good at taking turns and sharing. They make good relationships with other children and staff. They show care and concern by helping friends and asking about the pets.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication language and literacy. They enjoy action songs and stories. Most children listen attentively, often anticipating what comes next, they understand that print has meaning and handle books appropriately. They are beginning to use reference books with support. Some three-year-olds are beginning to recognise letters that start their names but further encouragement could be given to practicing writing skills and linking sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. They have lots of opportunities throughout the day to count, add, subtract and use mathematical language. Singing and rhymes are used effectively to build on what the children know. Children's colour and shape recognition is developing well. They are being introduced to pattern recognition through adult led activities and some three-year olds can copy simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. They have good opportunities to explore and investigate a variety of materials and objects. They construct and explore why things happen through lots of practical activities. They use small tools appropriately and are developing technology skills through use of the computer. Well planned themes ensures children learn about the world around them including different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in physical development. They move confidently showing an increasing awareness of space. They have plenty of opportunity to use large equipment and confidently climb and balance. Children's eye to hand coordination is developing well through the use of small tools and planned games involving lots of throwing and catching. Children confidently move around the nursery, they are becoming independent and show an understanding about personal care and hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in creative development. They use their imagination in a variety of interesting role play settings. They explore colour, shape, texture and form using a variety of materials. Children can independently access writing and play materials. They participate enthusiastically in music sessions, they clearly enjoy singing and using musical instruments and are beginning to recognise sound patterns by tapping their names using a tambourine.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

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:

- Ensure staff encourage three-year-old children to practice early writing skills.
- Use opportunities to introduce three-year-old children to begin linking sounds to letters.

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.