

Redroofs

Inspection report for early years provision

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EY276701

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26/11/2010

Inspector

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Redroofs registered as a day nursery in 2004. It is privately owned and operates from the ground floor of a house in a residential area of Southampton, Hampshire. There is a secure garden for outdoor play. The nursery serves children from the local and surrounding areas.

The nursery is registered for a maximum of 27 children on the Early Years Register and is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 62 children on roll and of these, 17 children are in receipt of funding for nursery education. There are currently two children attending with special educational needs and/or disabilities. The nursery operates all year round from Monday to Friday from 8am to 6pm.

There are 10 staff employed to work with the children, all of whom have early years qualifications. There are two members of staff currently working towards further qualifications. The nursery is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision is outstanding. Children are receiving an excellent standard of care and education. The experienced and knowledgeable staff ensure that children are offered a broad range of flexible and purposeful activities that support their learning; they strive to ensure that children learn through their play. All staff are skilled and fully aware of the early learning goals and how children learn. This is a fully inclusive setting where all children are acknowledged and fully supported to enable them to reach their full potential whilst at the nursery. Staff and management meet regularly to discuss and evaluate the provision; they identify areas needed for improvement, create action plans and make changes for the benefit of the children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop the the link between the outdoor and indoor environments so that children can move freely between them

The effectiveness of leadership and management of the early years provision

The dedicated and motivated staff and management work together to create a high quality provision that responds to the needs of the children ensuring they are well cared for and safeguarded extremely effectively. All staff have a comprehensive understanding of how to keep children safe and the procedures to follow if they had any concerns. Robust recruitment procedures ensure that only persons suitable work in the nursery. All documentation is maintained to an extremely high standard. Thorough risk assessments and daily routines are used effectively to ensure that the nursery is extremely clean and used to ensure all areas children use are safe and any hazards minimised.

All the staff and senior management work successfully together to contribute to the monitoring of the provision and action plans are created and acted upon for the benefit of the children. The nursery has outside agencies in to support their monitoring and help them develop further. The professionalism and commitment of all the staff ensure that the children are receiving an environment that enables them to feel secure and flourish.

Children enjoy an extensive and stimulating environment, photographs of themselves and displays of their work give them a feeling of belonging. The good quality resources throughout the nursery support the children in self-selecting, photographs are on all boxes showing what is inside and the boxes are colour coded; for instance the green boxes contain construction resources this enables staff to rotate the resources easily throughout the nursery giving the children a wider variety to choose from. Staff have organised the different rooms within the nursery exceptionally well, they are all vibrant and inviting and suitable for the ages using the rooms. The staff's deployment and interaction with the children ensures that resources are extended when needed and reflect the children's interests, for instance they organise activities and resources linked to space which reflects the children's interests at present. Equality is promoted well within the setting and all children's individual needs are met effectively. They use a range of multicultural resources to learn about other cultures and beliefs. Positive images of ethnicity, gender and disability are displayed around the nursery. All staff have received Makaton training and there are signs around the nursery supporting any child who has limited language skills.

Partnership with parents and other carers is excellent. The nursery has systems in place to liaise with other early years providers and they work with other agencies to ensure that children with additional needs are fully supported.

The nursery makes liaising with parents a top priority. They have innovative ideas to welcome parents into the nursery and share in their child's learning. For instance, each month parents are invited in to have breakfast and read books to their children using one of the cosy den areas the nursery creates especially for the session. They are invited to take sacks home with resources and ideas to support communication skills with their child. They are involved in the record keeping of their child's learning journeys by contributing what they know about their child and any good behaviour at home or in the nursery is shared. When they start they are

given good quality information about the setting which includes the policies and procedures. Time is taken each day to discuss the children's experiences and young children's parents are given additional written information about their individual care needs each day.

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

The children are extremely happy; they become engaged in a wide variety of activities that fully support their individual progress towards the Early Learning Goals. Staff are enthusiastic and committed to ensuring that all communication with the children whether through their planned focused activities or through the children's choice of activities is beneficial and support the children's knowledge, understanding and develop their learning.

Staff's knowledge of the individual child, how children learn and how this links to the Early Years Foundation Stage ensures that children are making excellent progress. Their enthusiasm inspires children to join in and participate.

Children have great fun in the nursery, after self-registering they choose for themselves what they wish to do from the wide range of activities that are on offer each day. Older children respond well when it is group time eagerly joining in. They sit with their key workers and have a short focused session for instance about shapes, colours or numbers according to their level of understanding. They sit together to sing songs using visual aids to help them choose which songs to sing. They learn about numbers as they count who is here today and link this to the same number of objects giving the children practical experiences of numbers. Their confidence is increased as they talk about what they have brought in today to show everyone.

Children across the nursery are becoming competent and confident in using the full range of resources. They practise using the mouse on the computer, they become more competent as they pour water into the fountains and use the balancing tools in the water play. Whilst undertaking creative work they become skilled at using scissors and glue. Resources throughout the nursery are appropriate to the children's abilities and support their further development.

Babies are supported in having their own routines acknowledged and responded to, for instance having their feeding and sleeping at times to support continuity from home. The babies have activities planned for them which are suitable for their individual stage of development and they enjoy using the other rooms in the nursery giving them opportunities to have messy play and mix with the other children. They have warm relationships with the staff who know them well enjoying cuddles throughout the day.

Staff use incidental moments to encourage children's understanding of mathematical language for instance the children were using the tape measures and staff interaction with the children developed the activity further as they talked about how long or wide the things that they measured were including parts of their

bodies, they were encouraged to write the measurements down and make comparisons linked to sizes.

Children feel extremely safe within the environments they use. They confidently move from one room to another and when out into the garden choosing what they want to play with. However they are not able to move freely into the garden as the time allowed is limited. They are confident to ask for help when they need it and feel secure in the organisation of the day. They have practised the evacuation procedure ensuring they would be confident in knowing what to do if an evacuation was necessary.

Children are learning about healthy lifestyles, they access the outdoors each day and engage in a range of physical activities both inside and outside. At snack time they enjoy a range of healthy options which the older children serve themselves using spoons to limit cross infection. They brush their teeth after they have enjoyed a home cooked meal at lunch time. Children are encouraged to lay and clear the table themselves and pour their own drinks.

Children develop extremely positive behaviour patterns. All the children show a strong sense of security; they have excellent caring and warm relationships with the staff and each other. They play well together, negotiating with each other for instance taking turns using the mouse on the computer. They discuss the 'Golden rules' which the children have contributed ensuring they know the rules of the nursery. The golden box of rules can be brought out if they need revisiting. The children's good behaviour is celebrated using the tree where children's kind actions and words are recorded, displayed and shared with the parents.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met