

# Edith Rose Nurseries Ltd, Windsor

Inspection report for early years provision

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**Unique reference number** EY413207  
**Inspection date** 07/12/2010  
**Inspector** Anne Faithfull

**Setting address** Edith Rose Day Nursery, St. Stephens Hall, Oxford Road,  
WINDSOR, Berkshire, SL4 5DX  
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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

Edith Rose Day Nursery opened in 1992 and re-registered in 2010. It is one of two privately owned small nurseries and is situated in St Stephens Hall in Windsor. The nursery is divided between the baby room, which can accommodate six children aged under two years, and the larger room for eighteen children aged two to five years. There is a kitchen, office and cloakroom area. Outside children use a small enclosed patio area to the side of the building, which has a soft play safety surface. The children are also able to use the garden and playground of the adjacent primary school. The nursery serves the local area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children in the early years age group may attend at any one time. There are currently 24 children from three months to five years on roll. The nursery accepts children in receipt of funding for children aged three and four years, and provides support for children with special educational needs and difficulties and/or those for whom English is an additional language. The nursery opens five days a week for 51 weeks of the year. Sessions are from 8.15am until 6.30pm and children attend on a full day basis from one to five days throughout the week.

There are eight members of staff. Of these, seven have relevant childcare qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy attending this nursery and they are very confident, happy and secure. The dedicated staff team in place recognise the uniqueness of each child and provide an inclusive family environment where each child is respected, valued and included. Children make good progress as staff effectively use their ideas, interests and children's spontaneity to plan a variety of activities and experiences to support their welfare, learning and development. Good partnerships with parents, carers and other professionals contribute significantly to children's welfare. All staff contribute to the effective evaluation systems in place to ensure areas for development are continually identified and acted on.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure children's names and their actual times of attendance are recorded including when they move

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rooms during the day.

To further improve the early years provision the registered person should:

- extend the observation and assessment systems in place to include comments from parents in children's learning journey files.

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate a good understanding of safeguarding procedures and are clear about their roles and responsibilities. They are aware of the steps and procedures to follow if they have concerns about a child. Robust recruitment, checking and induction procedures in place ensure all staff working with the children are suitable to do so. Visitors' identification is checked and no unvetted persons or students are left alone with the children. The video surveillance system ensures the owner and manager can view all the areas used by the children both inside and outside and this further ensures children's safety.

A comprehensive range of risk assessments are in place to ensure children are kept safe both inside and outside. Registers are in place in each room and most of the children have their actual times of attendance recorded in each room when they arrive. However, when some children go into another room before lunch their times of attendance in that room are not recorded. Children are aware of the steps to take in an emergency as they regularly participate in the fire drill. Daily safety checks completed by staff ensure children play in a safe and secure environment.

Children can access a wide range of resources independently as they are stored at child height and readily available in both rooms. Good emphasis is given to providing a fully inclusive setting where children learn and about their own and other cultures through planned activities and resources. Staff promote equality and diversity well. This enables children to readily acknowledge their own unique qualities and the characteristics they share with others. Staff have a sound working knowledge of the early learning goals and ensure that these are fully covered during both adult led and child-initiated play. Staff make frequent observations that are used effectively to assess children's progress and to inform future planning for each child. Each child has their own learning journey file which includes observations and items of children's work. Although these are shared with parents, currently there is no system in place for parents to include or write their comments in the file regarding their child's development. Effective partnerships are in place with other settings the children attend to ensure information and concerns regarding children's development and learning are shared.

The owner, manager and staff work well together and provide a calm, caring and family environment for all the children. Staff delegation is good. All know their individual roles through the day and readily support children as and when required. All staff take a positive approach to their work and comment on how much they like working at the nursery. They are all committed to on-going training and the appraisal system in place ensures staff training needs are identified. Good

relationships are in place with the parents. A good range of information is displayed and available for the parents including the nursery newsletter. Parents make many positive comments about the nursery including how their children love coming to the nursery, the family atmosphere and the wide range of activities on offer including football. Information is gained from the parents before their child starts and all required written consents are in place. The daily information exchange with the parents when they come to pick up their children ensures they are aware of how their child has spent their time at the nursery. The owner has a clear vision for the future of the nursery and regular staff meetings ensure staff have the opportunity to share their ideas for future. The staff continually evaluate the provision in a variety of ways. For example, talking about how the day has gone and any changes that may be required to the activities and experiences offered to ensure they continually meet the needs of the children. All these measures help to ensure the continuous improvement and development of the nursery.

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

Children happily enter the nursery and readily leave their parents and carers. They greet their friends and staff and are aware of the routines in place such as, putting their slippers on when they arrive. Children are confident and motivated and they benefit from the attractive learning family environment. Their work is attractively displayed and photographs of the children and their families around the nursery give children a sense of belonging. All children make good progress in their learning. Staff effectively use their knowledge of the Early Years Foundation Stage to plan and provide a wide range of activities and experiences which encourage children's early learning and development through play. Children benefit from being able to access a range of resources and activities both indoors and outdoors. Staff make effective use of the outside area to extend children's knowledge of the environment and nature as they grow plants and a range of insect boxes placed in the garden enable children to look at and identify different insects. Children readily enjoy picking and eating the peas they have grown and talk about why the pea pod goes pop when they press them. They participate in a range of environmental projects including bird watch where they count and list the different birds they have seen in the nursery garden and school grounds on a particular day. Children are encouraged to think about sustainability in a variety of ways such as, using packaging and boxes for junk modelling.

Staff make effective use of everyday routines to extend and develop children's understanding of number for example, counting how many children are sitting around the table and how many sandcastles they have made in the sand. Children readily talk about shape and size for example, talking about the different shapes they are using when painting. They enjoy experimenting for instance, mixing different colours in water and melting snow. Children's senses are developing well. Babies play with a range of different items in the treasure baskets and older children talk about how crunchy and prickly the fir cones are. Children are confident in using a range of technology, they independently use a

range of computer games and younger children play with electronic toys. Children enjoy using their imagination such as, role playing and dressing up in a range of outfits and they recognise and celebrate each others birthdays and festivals. They talk excitedly about going to a local church to sing Christmas songs such as 'five mince pies' to their parents. Staff encourage positive behaviour, as they are calm role models who manage behaviour appropriately. Children are well behaved and readily help to clear away after playing and at lunchtime, they clear away their own plate and cutlery. They readily participate in team games and shout encouragement to their team when playing games outside. Children excitedly greet the football coach when he arrives and approach visitors to talk about what they like doing at the nursery for instance, football and painting.

Children can access a drink independently and learn about healthy eating through discussion at snack time about healthy foods and they all enjoy a nutritious cooked lunch each day. Meal times are sociable occasions with staff and children sitting together and talking about their day. Staff ensure children's health is a priority for example, taking the temperature of a child who was complaining of a headache. They sensitively explain to the child why they are taking their temperature and reassure the child. They talk to the other children about why you take your temperature and other health issues. Children are aware to wash their hands before eating and can access tissues when required. Children are beginning to be aware of safety issues and the signs used for hazards for example staff put out a wet floor hazard sign around the water tray when water has been split. Children have many opportunities to develop their physical skills for instance, using a range of craft tools and participating in the football coaching sessions. Babies thoroughly enjoy sitting with staff and joining in the action rhymes and banging a range of plastic utensils to make different noises. Staff offer appropriate support and guidance to encourage babies to begin to crawl or take their first steps. They use clapping and facial expressions to show the babies their delight with their attempts and achievements.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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