

# Edith Rose Nurseries Ltd, Ascot

Inspection report for early years provision

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**Unique reference number** EY413222  
**Inspection date** 24/11/2010  
**Inspector** Margaret Moffat

**Setting address** St Johns House, Kennel Ride, Ascot, Berkshire, SL5 7NT

**Telephone number** 07711870768

**Email**

**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 Nurseries Limited opened in 2010, having previously been established since 1988 as Edith Rose Day Nursery. It is one of two privately owned small nurseries, and is situated in St John's House in Ascot, Berkshire. The nursery has three rooms, a kitchen, toilets and office. There is a secure outdoor play area. A maximum of 34 children in the early years age group may attend at any one time of these only six may be under two years old at any one time. The nursery opens five days a week for 51 weeks of the year. Sessions are from 8:15am until 6:30pm.

There are currently 19 children on roll aged from 11 months to four years. 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. The nursery provides support for children whom English is an additional language.

There are seven members of staff. Of these, six 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 are happy and confident and are progressing well in all areas of development. Staff ensure that all children enjoy a wide range of activities and experiences that are tailored to meet their interests and learning needs. They promote an inclusive environment and provide a warm, friendly welcome for all the children and their families. The partnership with parents is good and a two way flow of information is fostered which supports children in their care and development. The management are beginning to self-evaluate their practice and recognise where improvements need to be made.

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

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

- ensure fire doors are free from obstructions at all times
- update child protection policy to ensure it is in line with Local Safeguarding Children Board (LSCB) local guidance and procedures
- ensure evaluations of observations are linked to individual children to meet their next steps in learning.

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

Children's welfare is a priority. Staff have a good understanding of child protection issues to safeguard children should concerns arise. All staff receive relevant training on child protection and the manager has received advanced training in her role as appointed person within the nursery. All relevant documentation and contact numbers are available; however the written policy statement lacks information on the Local Safeguarding Children's Board (LSCB) local guidance and procedures. Vetting, recruitment and induction procedures are fitting to ensure staff are suitable to work with the children. The staff team have the opportunity to update their knowledge and skills through attending regular training courses for their own personal development and the needs of the nursery.

Children have easy and safe access to a range of age appropriate toys and equipment, which staff check and clean regularly. Toys are well sorted; stored and easily accessible by the children to encourage choice and independent decisions. Written risk assessments are in place and daily checks are also completed to ensure children remain safe within the nursery and garden area. However the area around fire doors is not always checked to ensure they are free from obstruction. Security within the nursery has recently been reviewed as a result of an issue raised in questionnaires from parents. This shows a capacity for improvement. The management have identified the need to further evaluate their practice as a priority and staff and parents have been involved in the process by completing questionnaires. They are aware of their strengths and see the main improvements as the evaluation process and the further development of the outside classroom to ensure it covers all areas of learning. The setting promotes equality and diversity and information is sought about the culture, backgrounds and individual needs of the children to ensure these are catered for. The environment is warm and welcoming with a range of posters, children's art work and photographs of them involved in activities displayed around the nursery. This helps children feel valued and gives them a sense of belonging.

There are effective systems in place to work with other providers or outside agencies involved with the children to promote their well being, learning and development. The staff actively seek parents' views about their children's needs and interests before they start and on a regular basis throughout their time in the nursery. Link books provide staff and parents with valuable information about what the children are interested in both in the nursery and at home, providing both opportunities to develop children's learning and development. The nursery have a library system in place and have recently introduced another book sharing activity which encourages parents to become further involved in their children's learning. Comments from questionnaires show parents are happy with the nursery, the relaxed environment for children, their learning and how happy and content the children are.

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

Staff use a variety of teaching methods to help children learn, they ask questions that make children think. The key workers use an effective system to observe, monitor and record children's achievements in their development files, and to plan experiences that help children take the next step in their learning. However, on occasions the evaluations of the observations are general and do not take into consideration the individual children.

Young children enjoy exploring their environment. They move around their area with ease and staff respond to their sounds and gestures, helping to develop their language skills. As they repeat what children are saying or pointing to the children copy and make noises as if saying the words. For example as children put pencils in the pockets on the wall they sound as if they are counting one, two, and three. Children show curiosity as they approach visitors and stand next to them watching what they do. They point to the laptop and try to press buttons and try to undo the zip on bags. Staff use the opportunity to develop children's interests and provide them with a selection of bags with zips and clasps and children continue to play with these. They have opportunities to develop their physical skills as they play on the soft play equipment and climb to the top. They show a sense of achievement when they get there and staff praise them for their efforts.

Good use is made of time and resources during the session to include aspects of all areas of learning giving children the opportunities to learn numbers, count, mark make, enjoy books, sing and act out actions. Children are beginning to understand that print carries meaning as they pretend to write letters, address envelopes and post them in the posting box. Children thoroughly enjoy being involved the puppet activity. As each child chooses a puppet from the bag they are given the opportunity to talk about what they have chosen and relate it to a song or story they know and they all join in enthusiastically with the actions and singing. Children have opportunities to learn about themselves, each other, the local community and the wider world through planned activities, celebrating festivals, posters and talking about their home life. Children have access to resources that reflect positive images to support their learning such as books, puzzles and dolls.

Children are friendly, helpful and cooperative. They tidy away and help set the table for lunch. They are developing useful social skills and staff act as good role models for the children. Children use a range of small equipment with increasing dexterity and for the correct purpose such as rolling pins, shape cutters in play dough and pencils and crayons as they write. Outside they are developing physical skills such as, running, chasing hula hoops that staff roll for them. The garden is used to its full potential to enable children to play outside when they wish. Children are beginning to learn what is right and wrong, have good manners, take turns and cooperate. Staff reinforce positive behaviour management with positive praise and encouragement.

Children learn the importance of good personal hygiene as part of a healthy

lifestyle. They are aware when they should wash their hands and the reason for this. Visual displays help reinforce the routines children follow. As they wash their hands children sing a little song about cleaning the germs. Children show awareness of why they should wear coats and hats in the cold weather to keep them warm. They are provided with a range of healthy and nutritious meals and snacks which takes account of their dietary needs and allergies. Children learn to keep themselves safe as they take part in fire drills. As they hold up pencils and cutlery staff gently remind them to keep these items nearer to the table in case they hurt someone. Children develop skills for the future as staff encourage their independence skills and provide a range of activities and experiences to support their learning and development.

## 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

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|--|---|
| <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  | 3 |
| 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <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