

Roberts Day Nursery

Inspection report for early years provision

Unique reference number	EY269750
Inspection date	15/12/2010
Inspector	Michele Beasley

Setting address	84 Crasswell Street, Portsmouth, Hampshire, PO1 1HT
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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

Roberts Day Nursery has been registered since 2000 and is run by a charitable organisation, which provides a range of services to families with young children. The nursery occupies the ground floor of a three storey period building situated in Portsmouth city centre where the charity has office facilities on the upper floors.

The setting is registered under the Early Years Register and the compulsory parts of the Childcare Register. A maximum of 69 children may attend the setting at any one time. There are currently 60 children on roll, of whom 16 are funded three and four year olds. Five two year olds currently receive funding. The nursery is open Monday to Friday from 8am -6pm. The provision supports children with special educational needs and/or disabilities, and children with English as an additional language. There are 11 members of staff employed including a manager, of which all hold childcare qualifications. The facility works closely with support workers from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated and enthused staff team shows clear vision for the nursery. They continually develop the nursery through their good monitoring systems and self-evaluation. Staff develop good relationships with parents and promote an inclusive environment where children quickly settle. There are secure systems in place to safeguard the children. Planning and assessment systems ensure children's individual learning and development is identified and promoted, leading to their making good progress. The management have identified areas of improvement to be made in the provision. This shows a commitment to respond well to children's and parents' needs.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to develop a concept of basic calculation through daily routines and natural play.
- increase opportunities to talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words
- develop systems of self-evaluation within the nursery to identify and maintain continuous improvement

The effectiveness of leadership and management of the early years provision

Staff's understanding of child protection procedures is good and they fully understand their responsibility to report any concerns. The setting has effective procedures in place to ensure that the adults having access to children are suitable to do so. There are robust policies and procedures to ensure the safeguarding and welfare of children is clearly understood by the staff team. Children's safety is well managed through regular risk assessments. All resources are checked for safety. Effective procedures within the setting helps prevent the spread of infection.

The management and staff show ambition and drive for improvement as they develop the nursery. They have made improvements since the last inspection such as improving hygiene practice to prevent spread of infection. The manager works with other early years professionals in order to target improvements. She closely monitors the quality of teaching, the environment and children's progress, advising and supporting staff and encouraging reflective practice. This improves outcomes for children as staff make effective use of new understanding, such as through observing each other's practice or activities modelled by the senior members of the team.

Staff make good use of the resources that effectively support children's learning and development. They have re-organised the nursery so that learning areas are identified and they are comfortable and welcoming. The resources are easily accessible to the children. Older children, particularly, develop independence well as they pull out and access clearly labelled trays and set out their chosen activities.

Staff promote inclusive practice and plan activities that prompt awareness of similarities and differences. Children learn about Christmas by making calendars and snowman cards. They learn about other festivals such as Chinese New Year. Planning shows that they have participated in a themed topic of 'families' where they made books about their family, built houses using construction blocks, and painted their own self portraits.

Staff develop good relationships with parents. They seek information from parents about children's home backgrounds; these are reflected within the nursery. Parents receive clear information about the setting through the prospectus and newsletters. Staff share information about children's learning and development through the completion of day sheets for children, discussions at handover and displays of planning. Staff invite parents to attend meetings with their child's key person to discuss their learning records. The setting has positive links with other early years professionals and outside agencies to help and support the children in their care.

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

Children settle very well and develop confident and trusting relationships with the warm and caring staff. They quickly settle to the routines of the day, and independently make choices from the wide range of resources available. Practitioners work hard to provide an interesting and stimulating learning environment. Resources and activities are laid out in learning areas, and posters and children's work clearly displayed. As a result, the environment is interesting and welcoming for all children and they know exactly which activities are available each day. They happily and confidently initiate their own learning as they problem solve by building towers of construction bricks.

Observations and assessments are recorded in detail for each child. Planning and assessment records link clearly to the Early Years Foundation Stage areas of learning and identify the next steps in individual children's learning to ensure that children are making the best possible progress. Staffs close support and interaction ensures children develop new understanding, which leads to them making good progress towards the early learning goals.

Staff plan a varied range of activities inside and outside, with a balance of adult-led and free-choice activities. However, incidental learning opportunities that promote counting and encourage sound recognition of letters are limited. Children show curiosity and explore, such as when babies and toddlers play with shaving foam, mixed with glitter and tinsel and older children play with plastic animals in hay. Children develop awareness of technology by showing their skills as they play computer games and print out their art pictures. They walk around the provision taking pictures with a camera. Staff ensure activities promote learning in all areas and interact well with children to build on their knowledge.

Staff fully include all children in activities and provide additional equipment and activities to support their needs. Children love to dress up and admire themselves in a mirror, accessorizing their outfits with shoes and bags. They happily totter around the nursery taking on the character of the person that they are dressed up as. Staff introduce games during small group activities so that the children help and value each other. This promotes good progress in their learning and development and positive attitudes towards differences. Children increasingly develop independence, and older children select and set out their chosen activities and express their needs confidently to staff.

Children develop behaviour and attitudes to learning. The setting encourages problem solving approach to conflict, children are encouraged to gesture or a member of staff what they like or don't like, or what makes them sad in the setting. They use egg timers to signify limits on activities. Co-operation and sharing is greatly praised and the setting use initiatives such as stickers to praise behaviour and kindness. Children participate in activities that often require sharing and cooperation, such as helping move large wooden blocks in to the correct position to make a house. Children learn to respond to others' expectations as they join in adult-led activities such as a structured music and movement session.

The nursery provides healthy snacks for the children prepared on site. The staff plan snack menus by incorporating fresh seasonal fruit and vegetables and tastes from around the world broadening the children's palate and allowing children to explore with a variety of textures, tastes and smells. The outdoor garden has a wide range equipment to help develop gross and fine motor skills in a safe and secure environment. Children enjoy sliding down the slide under a piece of material draped over. They have several opportunities throughout the nursery session to access the garden in all weathers. They follow a garden equipment plan that ensures varied equipment is available covering all six areas of learning so it is not only a place to be active but also an environment to learn such as bringing emergent writing outside. Visits and outings are included in the curriculum. They have been on outings to a local caravan park, hospital, aquarium and parks. As well as trips on trains, buses and boats. When planning trips they ensure that they exceed the recommended ratio and encourage parents to come along. The children are encouraged to wash their hands after using the toilet and before snack and meal times.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Outcomes for children in the Early Years Foundation Stage	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