

Ravensdale Nursery

Inspection report for early years provision

Unique reference number

127497

Inspection date

14/02/2011

Inspector

Claire Parnell

Setting address

Ravensdale Day Care Centre, Sandhurst Road, TUNBRIDGE
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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

Ravensdale Day Care Centre is run by Barnardos and opened in 1993. The setting operates from six main rooms in a purpose-built building, in Tunbridge Wells, Kent. Other areas of the centre include a parent's room, a speech therapy room, soft play room, a sensory room, offices and a staff room. A maximum of 24 children may attend the setting at any one time. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 09:30 to 15:45 during term times, the playgroup operates on Tuesday and Thursday mornings from 09:30 to 12:45 and a play scheme operates during the school holidays from 09:30 until 15:30 and until 13:00 on a Friday. All children share access to an enclosed outdoor play area.

There are currently 23 children aged from two to under eight years on roll. Of these, 18 children receive funding for nursery education including some children on the two year old funding. There are also eight children under the age of eight attending the playscheme. The centre caters for children with profound and complex special needs and currently supports a number of children with special educational needs and/or disabilities. The High Scope approach is used within the nursery and the setting works alongside other professionals, including family support workers, health visitors, speech and language therapists, schools and other nurseries.

The setting employs nine members of staff for the nursery and playgroup. Other staff are employed on an adhoc basis to support staff within the playscheme. All staff working with children in the nursery hold appropriate early years qualifications and over half the staff working in the play scheme also hold relevant qualifications. All staff are trained in caring for children with special educational needs and disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The unique needs of every child is highly promoted and all staff unquestionably succeed in meeting children's learning and welfare needs. Staff's knowledge of how each child learns is almost always reflected in the quality of provision provided and the effective implementation of the Early Years Foundation Stage. This ensures outcomes for children are extremely well promoted. The strong partnership with parents and other services enables the specific needs of children to be met. The entire staff team show great commitment and enthusiasm towards continuously monitoring the provisions capacity to improve through efficient self-evaluation systems to identify weaknesses and to immediately act upon them. Therefore children are making excellent progress in their learning and development.

What steps need to be taken to improve provision further?

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

- collating children's development information into an easily trackable system
- planning consistent provision for all areas of learning with regard to the outside environment

The effectiveness of leadership and management of the early years provision

In all aspects of the setting, children are exceptionally well protected because high priority is given to safeguarding children. All staff have a comprehensive understanding of their duties to protect children and know the procedures to follow if they have any concerns about children in their care. Staff attend regular training to keep themselves up to date with recent practices and procedures to ensure policies are implemented appropriately within the setting. They effectively share new information with other staff members to provide consistent approaches to safeguarding. All staff working with the children have relevant checks such as Criminal Bureau Records checks and references before gaining unsupervised access to children. Therefore only suitable adults work directly with the children. Consistent risk assessments and checks are in place to ensure children play in a safe and secure environment. Children feel safe and secure due to familiar, close relationships with staff working at the setting.

The manager and all staff work closely together to strive to provide excellent opportunities for children. This is demonstrated through a highly effective and comprehensive development and improvements system. The effectiveness of the service is carefully monitored through regular staff meetings, assessments and discussions with other professionals linked to the setting. All staff are encouraged to identify areas within the setting to change, adapt and improve to ensure children are able to benefit fully from the provision offered. Continuous improvements are considered a positive aspect of sustaining ambitious targets. Regular parental questionnaires and support from outside agencies help monitor the effectiveness of the setting and evaluate their strengths and areas for development.

Children have access to an extremely varied and extensive range of good quality and well maintained resources. Staff are flexible and use their initiative well to ensure children are sensitively and suitably supported throughout the session. For example, a new child is given the freedom to stand and watch a music activity without the pressure to join in. Due to this flexibility the child slowly gains confidence and begins to interact with his key person, other adults and the children in the group. Staff observe and react according to children's individual needs to offer resources and space to extend their experiences. For example, a child lying on the floor likes the look of a staff member's pen, staff offer the child

the pen and other mark making materials on the floor to allow the child space and experiences of mark making. Staff use their up-dated knowledge and training to implement new ideas and practices to sustain children's interests and extend their experiences.

The setting highly promotes inclusive practice. Specialised equipment is available and accessible to all to ensure all children freely participate in all activities. Children are valued as individuals and this is substantially reflected through the children's respect for each other's differences. Staff have a clear understand and knowledge of children's backgrounds and ensure their practices, resources and activities promote positive images of diversity. For example, children with limited mobility are encouraged to move around the floor on their bottoms and by crawling whilst other children extend their movements by running and jumping during music sessions. Photographs of all the children's achievements, however small, are positively displayed and shared with all involved in the setting to ensure every aspect of progress is celebrated.

Partnerships with parents is outstanding. Staff understand and value the importance of working together with the parents to meet the children's individual needs. Parents complete initial information about their child's needs and their development, including medical administration and family history, before they start at the setting. This ensures that the key person starts to build a picture about the child to enable them to make good progress from their first day at the setting. Parents constantly contribute to the assessment procedure by completing questionnaires and informing staff about their children's development at home. Staff encourage consistent practices such as the use of PECs within the child's home, a pictorial communication system, to aid children's communication of their own needs with all involved in their lives. Parents and other professionals involved in the welfare and development of each child is highly involved in the bi-annual reviews to assess children's progress. Staff thoroughly understand the importance of sharing relevant information with outside agencies and professionals such as other early years settings and speech and language specialists to ensure a consistent approach is directed towards children's future development and progress. A dedicated outreach worker has constant communication links with all involved in the care of the children, including settings for the future.

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

Children enjoy exciting, challenging opportunities in the setting because staff provide a comprehensive range of activities. Children are given opportunities to use the available space within the centre throughout the session. Large clear space is used for planned music and movement sessions to entice children to move freely and encourage large motor skills such as stretching, jumping and moving to a rhythm. A large open area is used for large equipment such as climbing frames and ball pools. The designated nursery room offers access to low level boxes for children to choose from as well as adult-led activities for craft and malleable materials such as sand and water. Children are given dedicated time in the sensory

room to stimulate all the senses and movement. The outside play area is accessible from all areas in the setting ensuring children access areas of learning within the outdoor environment. However, all the areas of learning are not always promoted through accessible activities all year round. Children show excitement at playing outside, eager to independently go outside and explore the space and activities available to them. Children are enthralled by new experiences, such as learning that magnets stick together one way but not the other. They look at staff with surprised expressions of awe and wonder. Opportunities to explore and expand vocabulary and literacy skills are fully promoted in all areas of the nursery. Most children use a system of pictorial guides for communication, called PECs. Children demonstrate their expertise at finding the picture of the food that they want at snack time and stick this onto the written and picture label of "I would like..." to communicate their choices and needs. The staff ensure children feel confident and comfortable in new experiences before enticing them to fully participate in the activities. This results in an excellent sense of belonging, self confidence and high levels of self esteem. Children openly celebrate their achievements through smiles, eye contact and claps which are encouraged by enthusiastic and motivated staff. All aspects of the settings routine is displayed through labels and photographs helping children to understand the concept of time, a beginning and an end of a routine.

Children's understanding of numbers and every day problem solving is highly promoted through the staff's understanding of children's conditions and their links with an interest in numbers. Children openly count to ten using a rhythm as part of their daily routine, counting the snack trolley out of the room at the end of snack time. Children are absorbed by the time on the clock and are encouraged to take an interest in the numerals and the amounts they are associated with. Children take a keen interest in cause and effect. They learn to use technology in simple form to press buttons to open train doors of coloured engines and quickly learn to push doors back to close them.

Children are learning to cooperate with each other and become aware of other people's needs. They actively participate in group games and routines such as sharing activities and taking turns with the soap when washing their hands. They recognise the need for their own space and move away from other children to appreciate their experiences with resources further. Children use daily routines such as lunch time to develop fine motor skills such as learning to put a cup to their mouths carefully without spilling their drinks. Staff are eager to help children develop self help skills and encourage children to find their own coats, shoes etc to go outside through clear labels and familiar places for their belongings. Children take part in a good balance of child-initiated and adult-led play which encourages children to think for themselves and make independent choices. Therefore children influence their own learning and development as well as gain skills for the future.

Staff provide a purposeful and flexible planning system through the High Scope approach that highly promotes and reflects individual children's stages of learning and development. Small and achievable targets are carefully planned for and are reviewed at the end of each session. Thorough anecdotal observations are made by all key people which relate to all areas and aspects of learning. They reflect the achievements made by all children, however small. This information is consistently

used to effectively plan for children's next steps of development. However, children's development cannot always easily be tracked due to the various recording systems used within the setting.

Children have excellent opportunities to learn about healthy lifestyles. They access fresh air throughout the session as windows and doors to the outside area are left open. Fresh drinking water is always accessible in appropriate drinking vessels for the children attending. They take part in stimulating and fulfilling physical exercise through planned music and movement sessions and equipment both indoors and outdoors. Staff are fully aware of children's dietary needs and are fully trained to administer tube feeds. Children are encouraged to experience snack and lunch times as social occasion, eating with the staff, discussing what they have brought from home and what they like and dislike. Staff are very knowledgeable about children's eating habits and the best ways to encourage children to eat healthily. Staff hold relevant first aid certificates and other training for specific medical needs. They also have written permission for emergency medical treatment if necessary. Staff act swiftly and calmly when children respond to feeling uncomfortable in specialist equipment such as standing frames or after being tube feed.

Children show a high sense of safety within the setting, knowing where they are allowed to go and confident to ask for help when it is required. They feel secure in their environment to explore spaces around them and access the activities from low level drawer systems and shelves. Continuous praise and encouragement helps to acknowledge children's positive behaviour, which also positively reinforces acts of kindness towards each other.

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

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