

Redlands Day Nursery

Inspection report for early years provision

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Inspection date	31/03/2011
Inspector	Vivienne Dempsey
Setting address	4 Kirkleatham Street, Redcar, Cleveland, TS10 1RE
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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

Redlands Day Nursery opened in 1985. It operates from a detached house in Redcar and provides full day care for families from the locality and outlying areas. Children are cared for on the ground floor of the property. All children share access to an outdoor play area. The nursery is open each week day from 8am to 6pm all year round, closing for bank holidays and one week between Christmas and New Year.

The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to accommodate 24 children at any one time. There are currently 32 children from six months to under five years on roll. Children attend for a variety of sessions, either part time or full time. There is nine staff working with the children, most hold childcare qualifications to Level 3 or above. The manager has completed a Foundation Degree in Early Childhood Studies. The setting also employs an apprentice, a cook and a cleaner.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a warm friendly welcome for all children and their families. A good range of information is collected from parents prior to admission enabling the staff to meet children's care needs and parent's requests very well. Good systems are in place for self-evaluation. The parents, children and all staff are involved in the self-evaluation process. For example, parents and children complete regular questionnaires. This helps to secure further improvements and promote outcomes for children very well.

What steps need to be taken to improve provision further?

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

- develop further routines for children to access the outdoor area freely throughout the day
- ensure regulators contact details are up to date in complaints policy and procedure.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding issues and how to implement procedures which helps to protect children's welfare. Effective risk assessments are in place. Consequently risks are eliminated and the environment is safe for children to move around freely. Records required for the safe and efficient management of the setting are well maintained and meet the needs of all children well. For

example, a record of children's and staff's attendance is in place and accurate. This ensures adult: child ratios are maintained at all times, helping to protect children's welfare. Clear safeguarding policies and procedures are in place, these include a complaints procedure for parents to follow should they have any concerns. However, the recent change of contact details of the regulator has not been updated in the complaints policy and procedure.

A good range of resources support children's learning. These are freely available enabling children to make choices about what they do. This helps to develop their confidence and self-esteem. Organisation of daily routines provides regular times both morning and afternoon for children to use the outdoor area. However, routines do not yet allow children to move freely between indoors and outdoors throughout the day. Although there are no children currently on roll with special educational needs and/or disabilities there are good systems in place to support them. For example, staff have developed good links with a wide range of agencies and other professionals to ensure all children are fully included within the setting. There is a good range of resources and the setting celebrates a range of festivals to develop children's awareness of other cultures and differences.

Parents complete regular questionnaires to help the staff develop the service they provide. Information from these are used to have a positive impact on the overall quality of the provision and promotes outcomes for all children. Staff have developed good relationships with all parents. Daily discussions and diaries keep parents informed of children's daily activities and care routines. Parents also receive regular newsletters keeping them up to date of activities and outings the children will be taking part in. Staff have developed good links with other providers to ensure continuity in children's learning and care.

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

Staff create an interesting environment that promotes children's learning and development very well. They have a good understanding of the early Years Foundation Stage learning and development requirements and use this knowledge well to ensure all children make good progress towards the early learning goals. An effective key person system is in place, therefore staff know children very well. Good systems are in place to observe and assess children's learning and development and observations are used to plan for the next steps in children's learning.

Children show they are happy and confident and engage with adults readily. Older children in particular chatter willingly with adults and each other and show they are confident communicators. Children are well behaved and interested in their learning, as staff provide lots of positive praise and encouragement. Staff provide a range of opportunities for children to imagine and recreate roles and experiences. For example, children enjoy building a car wash and garage with recycled crates and hose pipes and excitedly use a range of tools to help mend the broken cars and bikes. This helps to promote their use of language for thinking. Some children

show a great interest in balls and staff furthes their interest by providing a varied range of different colours and sizes. They also provide a range of pipes and tubes so children can investigate how the balls move and travel through the pipes. This encourages children to develop their problem solving skills.

Children's health and well-being is fully promoted. For example, staff encourage children to understand the importance of good hygiene routines. Staff ensure the premises are clean and well maintained. The setting has also achieved a '5 star' rating for food hygiene, which helps to protect children's welfare. Children also enjoy growing and tasting a range of vegetables, for example cauliflower and tomatoes. This helps to develop their understanding of how growing and eating your own vegetables promotes a healthy lifestyle. Children take part in regular fire drills developing their awariness of safe practices. The main entrance is secure and the visitors book monitors all visitors, keeping children safe.

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