

House of Rompa Day Nursery

Inspection report for early years provision

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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*.

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Description of the setting

House of Rompa Day Nursery is a privately owned and managed. It was registered in 1991 and operates from within a purpose built premises in the grounds of Wilmslow High School in Wilmslow, Cheshire. Children are cared for within three base rooms according to age and have access to secure enclosed outdoor play spaces. The nursery is open Monday to Friday from 7.45am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 47 children aged from birth to five years may attend the nursery at any one time. Of these, not more than 16 may be under two years, and of these, not more than 10 may be under one year of age. There are currently 38 children on roll, all of whom are within the early years age range. The nursery is in receipt of funding for early education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are nine members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 4 and seven hold a qualification at level 3, all in early years. One member of staff is currently working towards Early Years Professional Status. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a welcoming and inclusive environment for the children who attend, where staff respect and value each child as an individual. Overall, their good understanding of the Early years Foundation Stage contributes to the children making steady progress in their learning and development. There are strong relationships between staff, parents and carers and most policies and procedures are implemented appropriately to safeguard and promote children's welfare. Partnerships with other professionals are not yet fully explored. Whilst the setting shows satisfactory capacity to improve, systems for self-evaluation are in their infancy; as a result the required record of the risk assessment is not in place. However, the newly appointed manager has a clear vision for improvement within the setting.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment which clearly states when it was carried out, by whom, date of review and any action taken following a review or

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incident. (Documentation)

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

- review procedures to ensure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved
- develop further the two-way flow of information between all other early years providers which children attend to ensure continuity of care and learning
- extend further the use of assessment systems to consistently plan the next steps in a child's developmental progress
- develop further systems for self-evaluation and informed discussion with staff to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff knowledge and understanding of safeguarding procedures is up to date, with the staff team having completed very recent training. Clear recruitment and vetting procedures are in place and the regular updating of Criminal Records Bureau checks ensures the on-going suitability of staff. Most records, policies and procedures that support the nursery to promote positive outcomes for children are appropriately maintained. Risk assessments are carried out regularly and staff conduct daily safety checks of the indoor and outdoor play spaces to ensure the safety of children. However, a record of the risk assessment which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident is not maintained which is a breach of a specific legal requirements. The manager effectively monitors accident recording to show any possible risk assessment concerns. Clear fire evacuation procedures are displayed throughout the nursery and staff have a clear understanding of their roles and responsibilities. However, evacuation drills are not regularly carried out, which impacts on children's safety.

The nursery manager and majority of the staff have only just recently been appointed. The manager is clear about the setting's current strengths and areas for immediate improvement and has appropriate actions plans in place. However, the manager recognises that the systems of self-evaluation is not fully developed. There are however informed discussions with staff to identify the setting's strengths and priorities for development that will improve the quality of provision for all children once current action plans have been implemented. Staff are well deployed across the nursery and resources are organised effectively in low level storage for easy access. As a result children are beginning to become independent learners as they make choices.

Partnerships with parents and carers are good and support children's placements well. They have access to a good range of information on the nursery, staff training and qualifications, and the learning and development requirements.

Parents and carers spoken to speak positively about what the nursery has to offer their children. Staff have built appropriate links with other early years professionals, particularly for those children who have special educational needs and/or disabilities and those who speak English as an additional language. This ensures that children's needs are planned for. However, links with other settings delivering the Early Years Foundation Stage, where children also attend, have not yet been established in order to ensure complementary and continuity of learning and care. All children have equal access to the activities, opportunities and available resources, and therefore inclusion is well promoted.

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

Children are happy and settled within the environment. Staff plan activities around particular themes, such as stories and based on observations of children's interests and development. As a result, children make steady progress towards the early learning goals given their capability. However, observation and developmental records are not used to consistently to plan children's next steps in learning. Staff are aware of this and are working hard to develop this aspect of the provision. Staff provide children with a balanced programme throughout the day, with a mix of adult-led and child-initiated activities.

Children are developing an appropriate sense of safety. Warm relationships between staff and children are formed and children behave appropriately. For example, they happily share toys and take turns with the play resources. Children are developing good communication skills as staff engage with them. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. Children including babies help themselves to books and a variety of resources encourages their early mark-making skills. A variety of different story sacks are available and the children enjoy developing their own, for example, creating a large group collage butterfly for the story sack. Children develop an appropriate understanding of mathematical language as they count the number of children present and as they complete jigsaws, match and sort shapes. They have access to a computer to develop their understanding of technology; and younger children learn that pushing buttons creates further actions. Resources and activities, such as posters, play figures, jigsaws and books promote children's awareness of the wider world. A variety of different textures, techniques and opportunities encourages children's creativity. For example, musical instruments are accessible at all times.

Daily access to a good outdoor play space encourages children's physical health and overall learning and development. For example, children enjoy large outdoor play equipment, construction materials and other resources to develop their physical skills. Babies develop movement as they move towards toys placed away from them and practise walking with staff support. Children are developing a good understanding about healthy lifestyles because they are offered a very healthy diet, with meals cooked each day with fresh ingredients. The premises are clean and well maintained and support children's good health. Children understand why they need to wash their hands before they eat their lunch and to use tissues when

blowing their nose, creating a healthy environment. A wide variety of activities and opportunities encourage children to develop appropriate skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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