

Rowans Day Nursery at Michael House School

Inspection report for early years provision

Unique reference number	EY404693
Inspection date	25/05/2011
Inspector	Karen Byfleet

Setting address	The Field, Shipley, Heanor, Derbyshire, DE75 7JH
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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

Rowans Day Nursery at Michael House School opened in 2010 and is situated in Heanor, Derbyshire. The nursery operates under the Steiner Waldorf approach. The nursery is self contained and all areas are at ground level. Children have access to an enclosed outdoor play area.

The nursery is registered to care for a maximum of 25 children under eight years at any one time, nine of whom may be under two years old. There are currently 12 children on roll, and of these, five are in receipt of government funding. The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. At the time of this inspection all children on roll are exempt from parts of the learning and development requirements of the Early Years Foundation Stage.

The nursery operates 51 weeks of the year and is open Monday to Friday from 7.30am until 6pm. The setting receives support from their local authority early years advisor and is managed by a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff highly value and recognise the uniqueness of each child that attends. Children are happy and settled within a very well organised and welcoming environment. Exemptions to some of the educational programmes in the Early Years Foundation Stage, are in place. Partnerships with parents are very well established to ensure children's welfare needs are consistent. Detailed and comprehensive documentation is securely in place to ensure children are well safeguarded. Management and staff have started to evaluate the provision and there is clear vision to move the setting forward and maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- obtain written parental permission at the time of the child's admission to the provision, to the setting seeking any necessary emergency medical advice or treatment in the future. (Safeguarding and Welfare) 09/06/2011

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

- devise and implement a systematic approach to self-evaluation and include the views of parents, carers and children.

The effectiveness of leadership and management of the early years provision

An effective and detailed safeguarding policy and procedure is in place and is shared with parents. Staff fully understand the procedures to follow if any concerns are shown with regard to the signs and symptoms of child abuse. Detailed and effective risk assessments for the premises, outdoor area and outings are undertaken and reviewed to ensure any identified hazards are minimised. Children's safety within the nursery is paramount and effective measures are in place to ensure all children are kept safe. For example, all interior doors have locks fitted. This ensures children cannot leave unattended and that visitors cannot gain access without the staff knowledge. All visitors are required to sign in and out of the nursery. Children's safety is further enhanced as staff have a well written emergency evacuation plan which is practised with the children on a regular basis and recorded. This also enables children to learn how to stay safe in an emergency.

Children's health and welfare are very well promoted. They are provided with a healthy balanced diet for snacks and meals. For example, the children enjoy a good range of fresh fruits for snacks. Meals are cooked on site and in full view of the children. Children also enjoy helping to prepare some of the meals, lay the table and clear away after meals, helping to develop their skills for the future. Children are well cared for if they fall ill whilst at the setting and staff hold valid first aid certificates. A policy and procedure for sick children is also in place. However, prior written permission for staff to seek emergency medical advice or treatment for children has not been obtained from parents and this is a welfare requirement. Children follow good hygiene routines with regard to hand washing before eating and after using the toilet. Sleeping facilities are provided for babies and any young children who may require a sleep. Cots are provided and all babies and children have their own linen which is washed after use. Sleeping children are monitored by staff and they record this.

The nursery staff have started to evaluate the provision, although, this is not yet fully established and does not yet take into account the views or ideas of the parents or children to help with continuous improvement of the provision overall. Staff monitor children's development through all the areas of learning. This is a Steiner Waldorf setting and there are exemptions in place for some areas of communication language and literacy, problem solving reasoning and numeracy and information technology. All staff have very good knowledge and understanding of the Early Years Foundation Stage and plans of activities are done around children's interests and the next steps in their learning. There is a large emphasis on child initiated play so plans are very flexible to take account of this.

Parents are kept informed of their child's day within the setting and staff exchange valuable information with parents at the start and end of each day. Staff are positive in how they share ideas on how parents can extend children's learning at home. Information about children's development is shared regularly with parents. Partnerships with other providers and professionals is still in the early stages of

development. The majority of children who attend the nursery will move into the kindergarten at the age of four years old and there is a very strong partnership with the kindergarten. The teacher regularly visits the children in the day nursery and children see their siblings when outside in the gardens.

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

Children are happy and settled in the organised environment and they are making very good progress in their learning and development. Staff are enthusiastic and motivated and they fully interact with all the children, making learning fun and providing suitable age appropriate challenges. Staff are attentive, warm and caring towards the children, helping them to feel safe and secure. The environment is well organised ensuring babies and young children have the space and resources that are suitable to their ages and abilities. The emphasis of Steiner's philosophy is to ensure children are able to develop at their own rate emotionally, socially and spiritually. This is evident through how children actively, freely engage in a very wide range of activities using their imagination and a whole range of natural resources. For example, they enjoy searching in the garden, under logs and branches, for snails and slugs and sharing in their delight at finding them with their peers. Children are able to freely choose between indoor and outdoor play. Children's learning also takes on daily tasks, such as helping to clean resources and furniture, helping to prepare snacks and meals and clearing away afterwards. For example, children make their own bread and help the cook to make biscuits for snacks. The children enthusiastically join in these activities and clearly gain knowledge about routines and how to look after the environment. Children grow and harvest their own fruits and flowers both in the outside garden and in pots inside. They have recently potted up tomato plants and have planted flowers outdoors. Children are extremely creative in their play. Stories are told to the children usually without books but with props, such as puppets. This enables children to use their creative skills in picturing their own story and they then enjoy retelling or acting out these in role play, for example, after hearing a traditional story about three goats, children made a bridge in the garden and used silk material for the water running beneath it. Hearing stories and rhymes repeated as part of the daily routine helps to extend children vocabulary and the meaning of sounds and new words. Although, writing for purpose is not part of the curriculum (part of the exemptions), children do have regular access to crayons and paints and they do use their imagination using props. For example, they use wooden discs to represent money if they are playing 'shops'. the same discs will also be used for biscuits to sell in the 'shop'. Children's development in knowledge and understanding of the world is promoted extremely well as they enjoy the outdoors for exploring and investigating. They enjoy feeding the birds that visit the garden, watching them build nests and regularly play in the garden. They use a variety of equipment to promote their understanding of how things work as they use tools, such as, hand whisks, grain mills, spades and brooms. They also use tools, such as cutlery for eating and cooking.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- obtain written parental permission at the time of the child's admission to the provision, to the setting seeking any necessary emergency medical advice or treatment in the future. (Safeguarding and Welfare) 09/06/2011