

Rose Street Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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

Rose Street Nursery was registered in 1967 and operates from a hall and one room within the Rose Street Methodist Church Centre, in Wokingham, Berkshire. Children also have use of a small courtyard garden. The nursery is registered on the Early Years Register for 25 children from the age of two years to five years. The nursery is open during term time only Monday to Friday. Sessions operate from 9.30am until 12.30pm. Children can attend for a variety of sessions. The nursery also operates a lunch club on Monday and Friday from 12.30pm to 1.15pm. There are currently 30 children on roll. The nursery is in receipt of funding for early education. The nursery currently supports children with special educational needs and/or disabilities and those who speak English as an additional language. Five staff work with the children on a full-time basis and all of them hold relevant early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe, happy and secure in the nursery. They make good progress as the dedicated and caring staff team recognise the uniqueness of every child and involve parents in most aspects of their early child's learning and development. Staff provide a wide range of interesting activities and resources however, children who have English as an additional language cannot readily access words and resources linked to their home language. Secure trusting relationships are established, which help children develop confidence and a sense of belonging within the nursery. The self-evaluation systems completed by the manager and staff ensure there is a continuing understanding of the nursery's strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- extend the observation and assessment systems in place to include comments from parents in their child's learning journey file
- value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of child protection issues and undertake ongoing training in this area. They are aware of the procedures to follow if they have any concerns about a child in their care. There are secure systems in place to ensure new staff who are still waiting for their checks to come back are not left alone with the children. Staff are very vigilant and ensure other people using the church facilities cannot gain access to the children. The staff appraisal system and regular meetings with the committee ensure staff can identify areas for future training and to share their ideas and suggestions. A range of comprehensive risk assessments relating to the indoors, outdoors and outings are completed to ensure any risks to children are identified and minimised. Children are aware of the steps to take in an emergency as they regularly practice the emergency evacuation procedure with the staff who are aware of their individual roles and responsibilities in the event of an emergency. A wide range of suitable resources and equipment is available for the children to independently access when they require and displays of their art work around the hall gives children a sense of belonging.

All the staff promote equality and diversity well, through a range of activities, experiences and resources. This enables children to readily acknowledge their own unique qualities and the differences and needs of others. Children who attend who have English as a second language are supported well, however they have limited opportunities to develop and use their home language in their play and learning. Parent's views are sought in a variety of ways such as, through questionnaires and a suggestion box where they can leave their comments. Parents make many positive comments including how pleased they are with the secure and enclosed environment offered, the approachable and caring staff and how happy their children are in the nursery. Good links are in place with other settings the children attend and local schools. Teachers from the local schools liaise with the nursery staff before a child attends to ensure any concerns and information regarding their learning is shared.

The manager and staff continually evaluate the nursery each day as they meet at the end of each session to discuss how the session went and any changes they could have made. They recently have reorganised how the hall is set out and are continuing to evaluate how this is working this demonstrates their commitment to the further development and improvement of the nursery.

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

Children thoroughly enjoy their time at the nursery where they participate in a wide range of purposeful activities and experiences. Staff use their knowledge and experience of how children learn through play to provide a good balance of adult and child initiated activities and experiences. Each child has their own learning journey file which includes observations the key workers make, pictures and items

of children's work. Staff also use the observations they make to effectively identify children's next steps in their learning. Although these are available for parents to look at, currently there is no system in place for parents to include or write their comments in the file regarding their child's development.

All children are relaxed, confident and enjoy their learning through play activities. Older children regularly visit a forest school each week to give them the opportunity to participate in a range of activities and learning experiences outside. Children have great fun helping to make the play dough each day mixing the flour and water together and other children enjoy experimenting as they push the cars through the flour on the table. Children are beginning to be aware of skills for the future as they can access a range of electronic toys including computers and they help to take items to the re-cycling bins. Children celebrate a range of festivals and parents come into the nursery to talk about their different cultures and bring food from their country for the children to taste. The nursery has 'bingo bear' who regularly goes home with the children to help establish links between the nursery and children's home and goes with children to the hospital and doctors to help support them if they are anxious about the visit.

Children show that they feel safe, as they confidently approach the staff and are able to share any concerns. The feelings board enables children to look at pictures of different faces showing different feelings including happy, sad and worried. Children are well behaved as the staff act as positive role models and their effective use of praise and encouragement means that children learn about behaviour issues in a caring and supportive environment. Children are beginning to take responsibility for their own behaviour as staff talk to them about how their actions affect others. Children are aware of the routines in place such as, helping to tidy away when they hear the bell. Children are beginning to be aware of their own safety and the safety of others as staff remind them to be careful when throwing the bean bags as they may hit others. Regular outings and visits for instance, to the pet shop and the post office to post the letters they have written enable children to be aware of the local community. Children have good relationships with each other and the staff for instance, they readily sing happy birthday to a staff member and watch her open the birthday presents the other staff have given her.

Children are beginning to understand about health and hygiene practices, such as, using the hand washing station situated in the hall and using tissues when required. Children's physical development is promoted well. They can access the small outdoor areas where they play with a range of equipment such as hoops and bean bags. Owing to the limited space available outdoors staff ensure they have participate in physical activities inside the hall such as, marching around slowly and quickly around the room to the sound of a drum. Fundraising events enable children to further develop their physical skills such as the sponsored walk they are participating in at a local county park later in the week. Children are beginning to be aware of healthy eating snacks provided are healthy and nutritious. Snack time is a sociable occasion as staff sit with the children talking to them about how they have spent their morning and encouraging the children to try new foods such as, celery and plums.

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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