

Redroofs Nursery

Inspection report for early years provision

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Inspector Sandra Croker

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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

Redroofs Nursery was first established in 1979. It is one of two jointly owned private nurseries and is situated in the Warmley area of south Gloucestershire. It operates from a purpose-built premises in the grounds of the proprietors' home. Children are accommodated in three different areas. Children have access to outdoor play facilities of varying surfaces. A heated swimming pool is also available. The nursery is registered for a maximum of 40 children from birth to five years, of whom a maximum of 12 may be under two years old. There are currently 88 children from three months to five years on roll. This includes children age three years who receive funding for free early education. Children attend for a variety of sessions. The nursery supports children who have special educational needs and/or physical disabilities and who learn English as an additional language. The nursery is registered by Ofsted on the Early Years Register. The nursery opens five days a week all year round, excluding bank holidays and the Christmas period. It operates between the hours of 8am to 5.30pm.

There are 13 staff employed, all of whom work directly with the children. All the staff have at least a level 3 early years qualification. One staff member holds Early Years Professional Status and one is a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the quality of the provision is outstanding. The needs of all children are met extremely effectively as staff have an excellent knowledge and understanding of individual children. The children make excellent progress in their learning and development because of high levels of support for individuals, and imaginative play opportunities. Children's welfare is effectively promoted by diligent and committed staff, following well-established routines and procedures. Children thrive in a wholly inclusive nursery where generally exemplary partnerships with parents and outside professionals ensure continuity of care and extremely positive outcomes all children, including those with additional needs. The staff team works together to make accurate evaluative assessments, promote reflective practice and identify areas for development, which ensures future plans are very well targeted, so the nursery shows an excellent capacity to maintain improvement .

What steps need to be taken to improve provision further?

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

- consider monitoring parental understanding of information about their children's progress to enhance the opportunity for parental support.

The effectiveness of leadership and management of the early years provision

All staff have a comprehensive understanding of all aspects of safeguarding issues. They know who to contact should they be concerned about a child in their care. There are rigorous recruitment and vetting procedures, which ensure that staff are suitable to work with children. The management team shows exceptional commitment to staff training and development. As a result, highly motivated staff take exceptional pride in their daily practice and actively interact with each child in their care. Detailed risk assessments for all areas of the nursery are completed so that any hazards are identified and reduced effectively.

Staff are deployed effectively to ensure children are supervised safely. Resources and equipment are clearly labelled and allow children easy access. As a result, there are excellent opportunities for children to make choices and to take shared responsibility for their own learning and play. Excellent use is made of community facilities such as local shops and the park, to offer children an extended range of opportunities. Managers and staff have an in-depth understanding of anti-discrimination, enabling them to provide a service that is inclusive for all children and families. They make sure that they understand each child's background, culture and belief and encourage children to recognise and respect differences. Children's self-esteem is promoted extremely well as they are offered opportunities to talk about their beliefs and display photographs of their families and recent experiences.

Extremely effective partnerships are fostered with parents. They are provided with high-quality information about the setting. Excellent relationships help to ensure that children settle and feel secure. Parents are very well informed regarding their children's care and learning and can speak to their children's key workers at any time. They are regularly asked to contribute to their children's learning programmes. Records of children's learning journeys demonstrate the exceptional insight that key workers have regarding individual children's needs and stages of development; however, some parents do not feel they fully understand how to help their children make further progress. Managers and staff demonstrate an excellent commitment to working with external agencies to support the inclusion of all children. There are very strong and well-established channels of communication between all agencies, which successfully promote individual children's learning, development and welfare. Effective use is made of advice. Support is given from the local authority, speech therapists and health visitors.

Belief in the nursery's success runs through the nursery at all levels, which to drive and secure improvement. The nursery makes extensive use of self-evaluation to clearly identify and analyse practice. Staff work collaboratively effectively, using various opportunities to contribute to the continual improvement of the nursery. Excellent systems of communication and discussion include staff, children, parents and community partners in continuing evaluation and forward planning. Children's

views and ideas are respected and valued as an essential part of the development process. Effective support permits staff to access numerous opportunities to develop their individual skills and knowledge, which in turn benefits the nursery.

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

Children benefit tremendously from an enthusiastic staff and dynamic atmosphere, where they flourish and respond to challenges. Children develop a true sense of identity and form wonderful relationships with other children and adults. They have excellent opportunities to lead their own learning as they freely access a wide range of activities and resources both indoors and outdoors. All children are treated equally, with any specific requirements being met extremely well through discussion with parents and other professionals.

Staff have an outstanding understanding of children's individual needs as they observe, discuss and record information on a daily basis. Information is evaluated and used positively to inform future planning, which clearly differentiates for individuals and groups of children. Each child's learning is accurately documented in their individual "learning journey profiles". These contain both written and photographic information of children's learning, achievements and records of their own work. These profiles are shared regularly with parents, who are able to take them home and encouraged to add information about their children's own learning and achievements within the family environment.

Excellent support is provided for children with additional needs. Children with disabilities successfully join in all activities, receiving high levels of support and encouragement. Adults expertly model sentences, aid understanding, develop challenge and help children to work well together, to promote excellent behaviour and personal development. Children show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe.. All children, including babies, show they feel exceptionally safe and secure in this nursery.

Children show an exceptional understanding of healthy eating, making lots of healthy choices through the day. For example, they talk about the healthy content of the excellent meals they eat at lunch. They recognise that milk will help them to have strong bones. Children's health is protected through rigorous hygiene procedures. They wash their hands independently and explain the importance of doing this.

Children make excellent progress through all six areas of learning. Very young children delight in exploring smells and textures as they play with different fruit, ice-cream cornets and other foods linked to a story. They experiment eagerly with sound as they bash instruments made from different materials on a variety of surfaces. They develop their physical skills as they scale the climbing frame and push along wheeled toys. Older children advance their social, mathematical and physical development by investigating tadpoles, singing number songs about frogs,

and swimming in the nursery pool kicking their legs like frogs. Children confidently use numbers in jigsaws; sort and match shapes and count accurately to 10 during an adult led number game. Children handle books enthusiastically, recognising that print has meaning and learn different stories. Children learning English as an additional language are supported effectively through close interaction with parents. For example, children create posters with images labelled in their first language for all the children. Children practise writing their names using various early writing tools. They take pride in seeing their writing on display as they play in a environment rich in the printed word. They dress up in various costumes, showing creativity through role play. They construct models using different materials, which promotes their mathematical and problem-solving skills. Children demonstrate high levels of involvement in their learning and successfully develop excellent skills for the future. For example, they competently use the mouse and keyboard as they follow simple computer programmes.

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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