

Roosters Day Nursery

Inspection report for early years provision

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Inspector Dianne Andrews

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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

Roosters Day Nursery opened in 1997. It operates from six rooms in converted outbuildings in a rural location situated in the borough of Newcastle-under-Lyme, Staffordshire, close to the Cheshire border. All children share access to secure enclosed outdoor play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children aged under eight years may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. There are currently 32 children aged from six months to eight years on roll.

The nursery employs 13 members of staff. Of these, 12 hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are secure, happy and make good progress towards the Early Learning Goals. Staff show a clear understanding of how children learn. Children's welfare needs are met in the majority of areas, although some management systems do not fully support their well-being or meet the requirements of the Early Years Foundation Stage. Links with parents and the liaison with other providers are well developed to ensure consistency in care and education. There are clear aspirations for the development of the provision to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 01/06/2011
- ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register). 08/06/2011

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

- update the record of risk assessment to include any assessments of risks for

- outings to ensure children's safety
- increase further the opportunities for outdoor play for babies so that it has a positive impact on their well-being and helps all aspects of their development
- ensure that arrival and departure procedures for staff are consistently followed

The effectiveness of leadership and management of the early years provision

The procedures for managing child protection issues are soundly established and staff have a clear understanding of their responsibilities and know what the procedures are should they have a concern. Children's welfare is protected by the effective recruitment and vetting arrangements, which ensure all adults who have unsupervised contact with children are suitable. Regular staff appraisals are carried out by management to assess ongoing skills and good practice and identify training needs. Some systems in place, such as the completion of daily registers of children's attendance and records of accidents, further promote children's well-being. However, staff registers are not consistently maintained and medication records do not contain the required prior, written instructions from parents.

Risk assessments in the form of safety checks are carried out on the premises, but they do not cover all aspects of the environment that need to be checked on a regular basis to ensure children's safety in all areas. This includes the area to the side of the premises where building materials are stored. Parental consent is sought for outings children go on, but risk assessments do not confirm how children's safety is fully considered. Procedures for maintaining children's good health are on the whole successful, but are not consistently applied on the day of inspection as children do not wash their hands to minimise the risk of cross-infection before enjoying hand-held breakfast options.

Parents and carers are involved in the daily life of the provision and enjoy friendly, relaxed relationships with staff. They appreciate the regular opportunities to discuss their children's progress. In particular, in the baby room parents contribute to the 'wall of achievement' as a way of celebrating children's developmental steps. All parents are kept informed about the service through regular newsletters and notices displayed in many areas of the nursery.

Partnerships with other providers involved in the delivery of the Early Years Foundation Stage are well established and fully promote the continuity of experience between settings. The provider liaises effectively with parents and outside agencies to ensure children's individual needs are met and that every child is included; the environment and resources reflect children's backgrounds and the wider community.

All actions and recommendations from previous visits have been addressed and staff attend training opportunities and work in close partnership with the Local Authority to help implement change. Although there are some weaknesses in the systems to manage the setting effectively, a clear commitment to continuing

improvement and promoting good outcomes for children is suitably demonstrated. Recent improvements have been made to the premises through grant funding to provide an outdoor covered area, enhancing opportunities to take the learning experiences into the fresh air. This area is yet to be fully utilised by the youngest children in the setting.

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

Children make good progress in their development and learning, supported by practitioners who have a secure knowledge of the Early Years Foundation Stage. They are valued and respected by the staff, who work hard to provide a particularly welcoming and interesting indoor environment.

The varied menu and freshly prepared meals are enjoyed by the children. They have regular access to drinks to ensure they remain hydrated. They have suitable opportunities to learn to keep themselves safe through planned activities, such as visits from people in the community, including the fire service, and they demonstrate an understanding of dangers. However, opportunities to reiterate the fire evacuation procedures and discuss the action to take when the sensitive smoke detector is activated at breakfast time are not fully explored.

All children enter the nursery confidently and settle quickly, demonstrating a firm sense of belonging. Babies are effectively reassured and supported by experienced staff who help them to feel comfortable, safe and secure. They happily explore the interactive toys, keen to press buttons to create effects and learn how to make things work. Their daily routines are discussed with parents and followed to meet their individual needs and promote their good health. Their mobility and physical development is effectively encouraged. However, opportunities for this group of children to benefit from outdoor play and activities, to offer first-hand experiences with the weather, seasons and natural world that other children in the nursery enjoy, are more limited.

Pre-school children and toddlers benefit from a good and varied programme of activities, which is informed by each child's key person's observations and assessments, taking account of individual children's interests and developmental goals. Staff support children's learning well as they harness their ideas, enable them to develop their thoughts and make choices about their play. They develop their communication skills through innovative puppet sessions and as they choose favourite songs and rhymes to perform. They make marks in a variety of ways, using a range of materials, such as chalks, crayons and paints. They refer to labelling in the environment and recognise their name cards at lunch time, learning that text carries meaning.

Children play imaginatively in all areas, developing role play and creating characters as they make sense of and re-enact their experiences; they play cooperatively, taking turns at being the hairdresser or client, using associated tools and techniques competently. They spontaneously use mathematical language in their play and develop problem solving skills as they complete jigsaws and as they

work together to sort the shapes and varieties of pasta into receptacles. Through planned activities, they begin to learn about the wider world and different ways of life. They benefit from an introduction to the French language, developing an understanding of other cultures.

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	3
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	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	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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary 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:

- take action as specified in the early years section of the report (Records to be kept) 01/06/2011
- take action as specified in the Early years section of the report (Suitability and safety of premises and equipment) 08/06/2011

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

- take action as specified in the early years section of the report (Records to be kept) 01/06/2011
- take action as specified in the Early years section of the report (Suitability and safety of premises and equipment) 08/06/2011