

# The Red House Nursery

Inspection report for early years provision

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**Unique reference number**

EY355644

**Inspection date**

16/06/2011

**Inspector**

Vickie Halliwell

**Setting address**

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**Telephone number**

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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**

Red House Nursery has been in operation since 1993, the present owners Bailey Education Limited have run the nursery since July 2007. The nursery operates from a detached building in the Smithills area of Bolton, Lancashire. Children are cared for within four age groups. The nursery is registered on the Early Years Register and is registered for 49 children in the early years age group. There are currently 56 children on roll. The nursery provides funded early education for three and four year olds.

The setting is open 51 weeks a years, five days a week from 8am until 6pm. All children share access to a secure outdoor play area. The setting is accessed via small steps and is located on two floors. The setting supports children who speak English as an additional language. There are a team of 12 staff including two managers all of whom hold a National Vocational Qualification. In addition one manager holds the Early Years Professional Status. The setting is supported by the local early years quality improvement team.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

All aspects of children's welfare, learning and development are effectively promoted. Children thrive in a safe, caring and stimulating environment, they enjoy an excellent range of activities and are well supported by staff who skilfully meet their individual needs. Consequently, children are making good progress towards the early learning goals. Partnerships with parents are strong and contribute to the overall well-being of the children, although partnerships with other settings are not fully developed. The settings capacity to improve is strong, reflective practice is modelled throughout the settings and effective self-evaluation helps target areas for development.

## **What steps need to be taken to improve provision further?**

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

- develop records of children's learning and development, to accurately reflect their continued progress towards the early learning goals given their starting points, also improve the links between completed observational assessments and individual planned learning
- develop partnership working with providers who also deliver the early Years Foundation Stage to help ensure progression and continuity in children's learning
- provide further opportunities for parents to contribute to their child's learning and development record

## **The effectiveness of leadership and management of the early years provision**

Children's safety and protection is ensured, because the setting have an excellent knowledge and understanding of safeguarding issues and procedures. Clear procedures are in place to maintain the safety and security of children within the settings, parents are continually reminded about the importance of remaining vigilant and not allowing anyone to enter the setting as they leave. Detailed safeguarding procedures, which include the procedure to follow if an allegation is made against a member of staff are well known. Relevant training is routinely completed and disseminated to all staff, designated child protection officers are appointed to ensure appropriate procedures are implemented to protect children from possible harm. Recruitment and vetting procedures are strong which further safeguards children and all adults have undergone checks to ensure their suitability. Effective systems are implemented to ensure children's safety within the setting and whilst on outings. Rigorous risk assessments are routinely completed and staff continually take action to minimise hazards, consequently child play safety under the supervision of staff.

Space and resources are well used, individual rooms are suitably equipped to meet the developmental needs of each group of children. Children benefit from access to adjoining rooms and can often move freely between them, which allows them to rest or play in a quieter environment. Leadership and management is strong and clearly drives improvement within the setting. The two managers work seamlessly together and provide a supportive working environment. Professional development is good, individual training needs are identified and staff routinely access a range of relevant training courses. Following training they are encouraged to reflect on existing practice and share what they have learnt to help improve outcomes for children. Staff meetings are held monthly to discuss a range of issues, such as; revisions to policies and procedures, sharing good practice and to help ensure consistency throughout the setting. Self-evaluation is effective, staff are fully involved in the self-evaluation process and parents questionnaires are used to seek parents view. Consequently, clear priorities are identified and the management are confident about what the setting needs to do to improve further.

The setting provides an inclusive service, relationships are a key strength within this setting and all children and their families are warmly welcomed. Children who speak English as an additional language are well supported and systems are in place to help identify children who may need additional help or support. Parents are valued as their child's first educators, excellent settling in procedures provide good opportunities for parents to share what they know about their child. Consequently, details of children's individual care needs and routines are discussed, agreed and documented at admission. Staff strive to get parents involved in their child's learning, they display information about current topics and ask parents to include any suggestions they have. Pre-school parents are encouraged to use the wow board to share details of their child's achievements or what they like doing at home. However, limited information is documented in relation to children's starting points and parents rarely contribute to records of children's learning and development. The setting is aware of the importance of

working in partnership with others, although partnerships with other settings that also deliver the Early Years Foundation Stage to children in their care are not fully developed.

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

Children thrive within the setting because they feel safe and secure. Warm and trusting relationships with the staff help children feel valued and promote their self-esteem. Good systems are effectively implemented to help children as they move from room to room or change key worker. For example, detailed transition sheets are completed by the original key worker, who also introduces children gradually to new staff members or takes them to visit their new room. Children's progression through the nursery is discussed fully with parents and is securely linked to children's development as well as their age, which ensures children's individual needs are met. Children are well behaved, they respond positively to consistent guidelines and the positive strategies implemented within the setting. Older children show care and concern for one another; they are learning the importance of socially acceptable behaviour and readily explain they must take turns and share equipment. They value friendships with their peers and often seek out others to share experiences. Children have access to a range of books and play materials that reflect positive images of diversity. They also enjoy planned activities which further raise their awareness of their own and the cultures and beliefs of others. For example, children act out stories which raise their awareness of the nativity at Christmas; they celebrate Chinese New Year by making lanterns, enjoying Chinese food and performing a dragon dance. Consequently children are learning to value and respect differences and are developing a positive and caring attitude towards others.

Children engage in an excellent range of activities and experiences. They benefit from a stimulating and accessible learning environment and resources are well used to help children make good progress in all areas of development. Children are rapidly developing key skills for the future, pre-school children understand that print carries meaning, they spontaneously make marks for a purpose, for example, making a sign to tell children not to play behind the computer. Children make marks continually, drawing on the paving flags outdoors, using clip boards and paper as well as making patterns and marks during sensory play. For example one child writes mum in the sand alongside her picture. Many children can form recognisable letters and are encouraged to write their names on pictures. Children routinely use mathematical language they compare sizes and sort objects by type. Provision for children to find out about and use everyday technology is excellent. Children confidently use the computer and laptop, they skilfully control the mouse, and select what game they want to play and follow instructions, for example, carefully selecting the correct shapes to build a robot. Children are excited by the opportunity to make a video call to the room downstairs and more able children expertly advise staff and explain where they need to click to connect the call. Children listen to stories through wireless headphones, they take photographs and understand they can choose which they want to upload onto the computer.

Children are active and inquisitive learners. Access to sensory and messy play throughout the setting is excellent, babies routinely explore and investigate a range of textures, they delight in the opportunity to splat their hands in the paint and squeeze it between their fingers. Older toddlers paint freely, dressed in large t-shirts especially for the activity, they make hand and foot prints and freely mix colours on a large scale. Pre-school children benefit from a wealth of sensory opportunities, for example; cooked pasta with glitter, shaving foam, gloop and clay. Sand and water is continuously available and children can self select resources to enhance their provision. For example, adding shells and pebbles to the sand, or using measuring cylinders and jugs in the water. Staff provide an inspirational range of activities and experiences for children to investigate and explore, for example, pre-school children are intrigued as they examine fish purchased from the fishmongers. The fish are placed on blue jelly crystals and surrounded by ice and coloured water to enhance the sensory and imaginative experience. Children of all ages are well supported as they become active and learn to move with co-ordination and control. Babies are encouraged to stand and walk with the assistance of staff, whilst older children have excellent opportunities to practice and refine their skills. A challenging outdoor environment provides opportunities for pre-school children to use a climbing wall under supervision, children delight in the challenge and are proud of their achievement, continually choosing to take the climbing wall rather than the available steps.

Staff have a secure knowledge of the six areas of learning, they provide a broad and balanced educational programme which help children of all ages make good progress towards the early learning goals. Children benefit from a balance of adult led and freely chosen activities, which are delivered through indoor and outdoor play. Staff know individual children's capabilities and maintain a well presented learning journal which contains continuous observational assessments. Individual plans are completed which highlight specific learning objectives, however whilst these are often based on what staff know about the child they do not stem from observations in the children's learning journal. A tracker system is in place to monitor children's progress towards the early learning goals; however, this does not always fully reflect the rapid progress some children are making.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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