

# Rosy Cheeks Nursery

Inspection report for early years provision

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**Unique reference number** EY420783  
**Inspection date** 18/07/2011  
**Inspector** Karen Cooper

**Setting address** The Old Church, 251 High Street, STOKE-ON-TRENT, ST6 5EG  
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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**

Rosy Cheeks Nursery opened in 2011 and operates from the Old Church in Tunstall, Stoke-on-Trent. The nursery serves the local and surrounding areas and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery is open each weekday from 7am to 6pm all year round. Children are able to attend for a variety of sessions. A maximum of 48 children may attend the nursery at any one time. There are currently 48 children attending who are within the Early Years Foundation Stage, of whom 25 receive funding for early education. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

Children are happy, content and have formed positive relationships with staff and each other. Space is well organised to provide a welcoming environment, and daily routines and the range of resources are mostly effective in ensuring children make good progress in their learning and development. Positive partnerships between parents and other agencies ensure individual children's needs are effectively met. Documentation is well organised and stored appropriately to ensure confidentiality is maintained. Staff demonstrate a positive attitude towards continuous improvement and improving outcomes for children.

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

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

- enhance further the opportunities and challenges for individual children where necessary in order to develop their independent skills
- ensure that information gained from observations and assessments is used more effectively to plan for the next steps in children's learning
- extend the range of resources to help raise children's awareness of diversity.

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

Children are protected because the staff have a good understanding about safeguarding procedures and know who to contact should they have a concern about a child in their care. There is a clear safeguarding procedure in place which is shared with parents, and staff are fully aware of the various signs and symptoms of abuse. This ensures children's welfare is fully protected. Staff are well deployed to meet the needs of the children and there are robust employment procedures in place to check staff suitability. Indoor and outdoor space is organised effectively, creating a child-friendly, welcoming environment which enables children to play, eat and rest in comfort. There are a wide range of good quality resources available for children to choose from throughout the setting. However, these are limited with regard to helping raise children's awareness of diversity. Staff are aware of their responsibilities to keep children safe. They assess potential risks to children and have put procedures in place to minimise these at all times. All visitors are requested to sign in and out of the setting and there are clear procedures to ensure children are collected only by authorised people. For example, passwords are used when necessary for extra protection.

Staff work well as a team and the provider is a positive role model for staff, leading by example. The majority of staff hold an appropriate early years qualification and the provider holds a foundation degree in early years. Staff attendance at training is proactively implemented through effective appraisal systems. The staff have a strong attitude to the further development of the setting, and through their process of self-evaluation they have identified their key areas for further improvement. The staff have established positive links with other professionals and the local schools to ensure the children's individual needs are effectively promoted.

The staff have formed good relationships with parents. They seek parental opinions and input on a regular basis via the use of a comments box, questionnaires and daily feedback to enable them to monitor and develop their practice. A written daily activity sheet is provided for the younger children to ensure that they are fully informed of their child's activities and routines. The staff also make themselves available to feed back to parents each day, and children's individual learning journeys aid communication about the care and progress of their children. The provider is methodical in her approach to paperwork and ensures that documentation which contributes to the children's health, safety and welfare is regularly reviewed and shared with parents. Staff foster positive links with children's own language, and to ensure that all parents feel included and understand the setting's policies, they are written in four different languages which are representative of the local community.

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

Children are happy and settled and the staff ensure that they feel emotionally secure by building good relationships. They organise children effectively into small groups using a key worker system. This promotes consistency of care and helps ensure children feel secure and confident with their carers. The staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage and plan a range of stimulating and interesting activities to ensure children have fun, although there are some missed opportunities for more able children to develop their independence skills, particularly around snack and meal times. There is a good balance between adult-led and child-initiated activities and staff clearly demonstrate that they know the children well. The staff regularly observe children as they play and record what they can do. However, these records are not sufficiently used to help plan the next steps in children's learning. Children's individual learning journeys are well presented and include lots of samples of children's work and photographic evidence, which the staff ensure are shared with parents on a regular basis.

The staff encourage children to respect each other, be considerate of others, share and take turns. They aim to ensure that children always feel good about themselves by praising them for their behaviour and efforts; this helps build their self-esteem. Children are encouraged to try out new skills, such as planting sunflower seeds and observing them as they grow. Babies love to use programmable toys and musical toys and pressing the various buttons and knobs to see what happens next. Older children regularly join in with rhythm and rhyme sessions where they are encouraged to tap out the beat to familiar songs. All children get plenty of robust physical exercise. They use the outdoor facilities, including a climbing frame, slide, peddle and wheeled toys with gusto and have good control over their bodies. They are provided with plenty of opportunities to develop their communication, language and literacy skills and regularly visit the library to further encourage their love of books. Children have access to a variety of utensils and equipment to help develop their simple writing skills. Their creative and imaginative development is well supported as they regularly participate in craft and cooking activities. Children develop their simple problem solving skills through daily routines and many of the older children can count beyond 18. Children also benefit from a range of outings and activities outside the setting, such as visits to the park to feed the ducks.

Children are developing a good understanding of how to stay safe. For example, they regularly participate in fire drills to ensure they know what to do in the event of an emergency. Through daily routines, children begin to develop good hygiene practices. They are reminded to wash their hands at appropriate times of the day, and paper towels and liquid soap ensure the risk of cross-contamination is reduced. Children's individual dietary needs are established on admission and are fully supported by the staff. Meals are freshly prepared and fortnightly menus are prepared for parents to view. Meal times are relaxed, social occasions when children and staff sit together around the table to enjoy their food and each other's company.

## 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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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

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