

Roslin Nursery

Inspection report for early years provision

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Inspector Jennifer Devine

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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

Roslin Nursery registered in 2007. It operates from a detached property in a residential area of Staines. Children are grouped into one of three base rooms; under two's, toddlers and pre-school. The under two's room is situated on the first floor and has a dedicated nappy changing, milk preparation and sleep room, and the other two rooms are on the ground floor. All children have access to a secure enclosed garden for outdoor play. The nursery is registered on the Early Years register.

The nursery is registered to care for a maximum of 40 children in the early years age group; of these, not more than 15 may be aged under two years at any one time. There are currently 62 children on roll, some of whom receive funding for nursery education. The nursery is open each week day from 8am until 6pm, for 51 weeks of the year. The nursery employs 17 staff; of these, 15 staff hold appropriate early years qualifications. The nursery currently supports children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive good care and support during their time at nursery. Staff are aware of supporting children with additional languages but have limited displays around the nursery in other languages to support communication. Staff have a good knowledge of the Early Years Foundation Stage and plan a range of activities to support children's learning goals. However, at times they do not always provide enough opportunities for talking and developing early communication skills. The partnership with parents is effective and ensures adults work together to support and meet children's needs, although formal methods to seek parent's feedback are yet to be developed. Comprehensive self-evaluation processes ensure the staff team frequently review their practices, ensuring improvements are continually made.

What steps need to be taken to improve provision further?

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

- develop ways of including and displaying signs or labels in additional languages, to assist with communication
- improve staff's knowledge of extending and developing children's language through appropriate intervention in their play
- develop ways of obtaining parent's feedback to gain their views on the service provided.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures are in place that ensure all adults working with the children are suitably checked. Staff are fully aware of their role and responsibilities with regard to safeguarding children, and understand the procedures to follow if they are concerned about a child. Comprehensive risk assessments are in place, and daily safety checks are conducted by staff to ensure that high levels of safety are maintained. Staff are deployed appropriately within the setting to ensure children's safety is paramount, and that the required ratio of adults to children is met. All the required documents, policies and procedures are maintained to support the safe and efficient management of the setting.

The manager demonstrates a clear vision for the development of the setting and a commitment to ongoing improvement. The nursery have worked closely with an external early years consultant, who has helped them develop their self-evaluation and review practices and set action plans to target areas for development. The manager has a strong focus on ongoing training for all staff, and is committed to ensuring the nursery completes training as a team to increase their knowledge and develop effective practices.

The setting is well equipped with a good range of safe and suitable furniture and equipment. Each room is well equipped with good quality toys to enable children to make progress in their development. The outdoor play space is very good and is highly conducive to children's learning. There are three outdoor areas clearly defined for the three differing age groups. For the two older group rooms these areas adjoin the play rooms, enabling children to have free-flow play.

Staff have a good knowledge of each child's backgrounds and needs. Parents complete a settling-in form, and this enables the key carer to build up a clear picture of each child's routines to help them settle in. Each child has their own special family book which contains photographs of their family, and this successfully promotes their individuality and self esteem. Staff are knowledgeable about promoting an inclusive environment, ensuring children who speak additional languages are sufficiently supported. They obtain key words from parents to help children settle. However, there are currently a limited number of signs and labelling in other languages to reflect children's backgrounds and aid communication. The nursery plans topics on festivals over the year and has a range of books and resources to help children understand about diversity in their society. Although there are currently no children with special educational needs and/or disabilities attending the nursery, staff are knowledgeable about integrating all children and offering support as required.

The nursery has positive relationships with parents and carers. They are made to feel welcome in the nursery and are encouraged to share information to ensure continuity of care. Parents' meetings are held twice a year to enable parents to discuss their child's achievements in more depth. Parental verbal feedback is occasionally sought, although the nursery have not, as yet, considered obtaining parental views in the form of a more formal feedback questionnaire to help

improve the service provided. Parental comments at the time of the inspection indicate they are very happy with the care and education their children receive. The nursery is committed to working in partnership and has developed effective links with the local schools to support the transition for children moving onto reception class.

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

Children are happy and settled in the nursery and are making good progress in their development. The nursery has a homely, calm atmosphere where children are absorbed in their play. Children separate well from their parents or carers and are developing a sense of belonging in this friendly environment as they greet one another and join in with play.

Overall, staff have a good understanding of the Early Years Foundation Stage and have developed effective planning methods to ensure that a broad and varied curriculum is planned for, which takes into account each child's needs and interests. Children's independence is promoted and they are accustomed to making their own decisions as they make choices from the wide range of resources, both indoors and outside. Staff plan a well-balanced curriculum that includes adult and child initiated play. All children are supported by staff who work closely with groups of children or individually to encourage and extend their play. However, not all staff are confident in providing opportunities for children to talk, or in making the environment rich in language and communication by talking through activities, particularly for the very young children as they play and investigate their surroundings.

Children in the under two's rooms are given generally good support in their learning. Staff are caring and attentive to the young babies' needs, and are aware of providing exciting experiences to develop their senses and early development. Children thoroughly enjoy cooling down as they splash in the water and enjoy exploring the natural materials. They watch in wonder as they tip the bottles containing different objects up and down and bang the wooden cubes together.

Children in the two to three years age group thoroughly enjoy the freedom of moving from indoors to outside as they wish, and have great fun as they run energetically around. They are developing their problem solving skills as they fit different sized puzzles together. Pre-school children enjoy group story times and thoroughly enjoy listening to, and joining in with, a story about keeping safe when out walking.

Children's personal, social and emotional development is good. Staff promote and role-model kind and caring attitudes, which results in a calm and loving environment for children to develop firm relationships. Children's behaviour is handled sensitively and they respond well to praise and encouragement by staff. They have plenty of programmable resources to support their skills for the future, and enjoy using the digital camera and computer.

Children are developing healthy lifestyles as they show a good understanding of following good personal hygiene routines. Children independently go to the toilet and know why they need to wash their hands. Children are provided with healthy and nutritious home cooked foods which are freshly prepared by the cook. Individual dietary requirements are well catered for. The nursery has developed an area in the garden for planting their own fruit and vegetables, and children are actively encouraged to become involved with this. They help to water the crops and talk about the different varieties growing, and how they will harvest them to be cooked in their dinners.

Children are learning to take responsibility for their own safety and are able to move around the nursery safely, confidently and independently. They learn rules of the nursery such as why they must not run indoors. Children take part in regular fire evacuation practises, which teaches them about the importance of evacuating the setting quickly and calmly. The nurseries have had visits from the local police to reinforce safety, and also to learn more about the people in the community.

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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