

# Rompers Day Nursery

Inspection report for early years provision

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**Unique reference number** 322340  
**Inspection date** 02/08/2011  
**Inspector** Jean Thomas

**Setting address** 2 Allerton Drive, Liverpool, Merseyside, L18 6HJ

**Telephone number** 0151 729 0091

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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

Rompers Day Nursery was registered in 1992. It is a privately owned day nursery and operates from two floor levels in a large detached property in Allerton, Liverpool. The nursery serves the local area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 8am to 6pm all year round. The nursery is registered on the Early Years Register. A maximum of 55 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 70 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 18 members of child care staff. Of these, 17 hold appropriate early years qualifications. The owner /manager holds the Early Years Professional Status and one member of staff holds the Early Years Degree. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The children's welfare needs are rigorously safeguarded. All aspects of the provision support children's excellent progress towards the Early Learning Goals within the highly stimulating and challenging environment. The partnerships with parents and other professional agencies are highly effective and significantly contribute towards individual children's learning and development. The children are valued as unique individuals and a strong inclusive ethos threads through every aspects of nursery life. The well-developed self-evaluation process reflects the desire for continuous improvement on the existing high standards.

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

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

- monitor the consistency in the robustness of the maintenance of the assessment recording of children's learning and development.

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

Children are extremely well safeguarded. There is a comprehensive awareness of safeguarding issues among the adults within the setting at all levels. This is achieved through training, team meetings and activities planned by management to monitor staff's understanding of safeguarding. The safeguarding procedure clearly details collaborative working with other key agencies to protect children from harm. Rigorous recruitment and vetting procedures, along with successful induction programmes for new staff further ensure that children are fully safeguarded. Thorough risk assessments are carried out annually and additional ones are completed if new resources arrive or if there are changes to the building or procedures. Daily visual safety checks by the staff ensure that children can continue to play in a safe and secure environment. Children who require additional medical support have clear care plans in place to ensure their safety at all times and staff receive additional training if required. All procedures are robust and annually reviewed to ensure they reflect current legislation and practice. The records, policies and procedures are superbly organised and are highly effective in supporting the provision.

The whole staff team is highly motivated. Roles and responsibilities are clearly established, consequently, staff work effectively as a team because they feel valued, supported and involved within the setting. Staff provide expert care and create an environment where uniqueness and diversity is highly valued. They disseminate their knowledge and expertise to other settings and students. The focus is always upon helping all children to make outstanding progress and promoting their welfare. There is a sense of great enthusiasm for continuous improvement. Consequently, the recommendations from the last inspection have been fully addressed. As recommended management have successfully developed systems to ensure staff are fully aware of current procedures. They are each given copies to use as working documents. The recommendation regarding the planning has been addressed through the implementation of the Early Year Foundation Stage. The management considers this is an area where they are continually reviewing and improving to achieve best practice in promoting outcomes for children. Each child has their own key-person who works closely with parents. They keep ongoing records of children's progress and tracking systems are in place to effectively identify children's learning priorities. However, a few inconsistencies in the high-quality standards in maintaining these records were identified.

Superb stimulating and interesting environments have been created, both inside and out, where children of all ages have fun as they explore, investigate and use problem solving skills. The owner/manager has undertaken training and visited an outdoor school in Denmark to inform the practice at the nursery. The staff have whole heartedly embraced the value of outdoor learning and children are offered the full range of quality learning outside. This provision also reflects staff's understanding, which has been developed through specific training, to fully support children's preferred style of learning through engaging them in activities outside. This practice contributes to narrowing any gender differences in achievement. The richly resourced setting supports all children's needs. The

management is proactive in securing specialist equipment designed for specific needs from relevant agencies before the children commence at the nursery to ensure they are immediately fully included in nursery life.

Partnerships with parents are excellent as staff discuss every aspect of their child's learning and development with them. Displayed information, children's artwork and learning journals clearly display to parents the high quality care and learning that is offered. Parents are engaged in their child's assessment as soon as they start at the nursery, for example the sharing of information about what they already know and can do. This level of involvement in their child's learning is continued for example being encouraged to complete the home diaries, attending parents evening, participating in the stay and play sessions. Parents speak very highly of the partnership with the setting. They respect and trust the manager and staff and appreciate the support they provide. One parent stating 'the nursery goes beyond what was ever expected'. Highly effective systems are in place to support children's transition to school. These include visits to the nursery by teachers and school uniforms being placed in the role play area. Photographs are taken of each school the children will attend, these are laminated so they can be frequently handled and used to promote discussion about their move to their next stage of education.

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

Children have outstanding opportunities to achieve positive outcomes and are highly motivated in play. Planning is in place, however staff have a flexible attitude to implementing this. They unreservedly value children's contributions and ideas; they listen and respond well to follow children's interest. For example the toddlers are fascinated with fire engines. This has led to a topic about people who help us and they enjoyed visits in the community to the police station, the fire station and shops. Staff place high regard on nurturing children's confidence as the foundation to developing their positive attitude towards learning. The outdoor environment helps children to learn about themselves and their capabilities as they are encouraged to develop a 'have a go attitude' while participating in fun and educational activities. As children pursue adventurous play they develop an understanding of how to play safe. They are involved in risk assessments and make signs which are displayed, for example, at the camp fire site and the climbing frame. Children cook outside; staff have undertaken specific training for this activity.

In the thoughtfully planned baby room the children follow their natural impulse to explore as they freely move around and select resources. For example, feeling the texture of the sand with their hands and feet and operating interactive toys. Babies are caringly supported by staff who constantly talk to them to stimulate their language and understanding. As children get older their curiosity is evident as they confidently ask questions and investigate to make new discoveries. Most children become highly confident communicators; the older children eagerly share their thoughts and ideas. Staff are acutely aware that not all children are as confident

and ensure each child has the opportunity to participate and express their thoughts. Innovative ideas are applied to achieve this, such as, the book in which all children contribute through staff recording their comments, their own mark making, art work and gluing in pictures or items brought from home. From an early age children show a genuine enjoyment in books. Outside the toddlers sit on the tree stumps and listen engrossed to the lively story telling. The children's natural creativity flourishes in the continuous provision of resources. Outside the older children decide to play pirates. The children plan which resources they need and independently gather these. Using problem solving skills they position large wooden blocks to make a ship and use a large sheet of fabric for a sail. Children are highly supported and make excellent progress in communication, literacy, numeracy and skills linked to information and communication technology which has a positive impact on their future economic well-being.

Children develop an excellent awareness of a healthy lifestyle. In all types of weather children thoroughly enjoy robust and energetic play. Children's understanding of healthy eating is extremely well promoted. Fruit is positioned in each of the rooms from toddler age for the children to freely access to eat as they choose. The children are involved in growing fruit and vegetables. The menu's offer children a nutritionally balanced diet. The meals are freshly prepared and cooked on site. The children are exceptionally well behaved and thoughtful. They show consideration towards each other and obviously enjoy each others company. The older children are self-regulating in their behaviour and clearly understand what is acceptable. Staff are positive role models and they show children a great deal of respect in all that they do and say. The staff are sensitive and consistent in their approach to managing behaviour. Planned activities and resources reflecting diversity of society are integral to children's daily play to nurture their respect towards people who are different to themselves. The children are involved in charity fund raising activities which helps them understand and consider the lives of other people. For example funds have been raised for mosquito nets in addition to the ongoing support to a school in Gambia. A mosquito net is on display with photographs of the school and the children who attend to help consolidate their understanding of the purpose of the activity. Children are learning to consider sustainability and not to waste the earth's resources. They learn about recycling and take an active role in this in putting items in the appropriate bins for recycling or for compost in their garden. They use recycled items in play such cardboard boxes in their role play.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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