

Red Kites Day Nursery

Inspection report for early years provision

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Inspector

Jackie Scotney

Setting address

RAF High Wycombe (3 Site), Naphill, High Wycombe,
Buckinghamshire, HP14 4UE

Telephone number

01494 564439

Email

claire@thtjb-daynursery.co.uk

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 Kites Day Nursery is one of four nurseries run by a company called The House that Jack Built. Red Kites Day Nursery opened in 2003 and operates from a purpose built building at Royal Air Force (RAF) High Wycombe in Walters Ash, Naphill. The nursery serves the local area and children attend from both forces and civilian families. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery has three children's rooms that each lead into their own secure outdoor area. These can also be opened up to make one outdoor area. The nursery is on the Early Years register and also the voluntary and compulsory part of the childcare register. A maximum of 56 children may attend the nursery at any one time. There are currently 72 children on roll aged between eight months to four years. Children aged three and four years are funded for early education. The nursery has systems in place to support children with special educational needs and/or disabilities, as well as children who speak English as an additional language. There are 24 members of staff working with the early years children. Of these, 14 hold relevant early years qualifications and all others are working towards their qualifications. The manager has been awarded Early Years Professional status. The nursery employs a chef and maintenance manager, and part-time staff are employed to assist during evenings and lunch times during the school holidays.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

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Children flourish in a highly organised, forward thinking nursery that meets their needs extremely well. The inspirational manager leads a cohesive team, who are committed to providing a vibrant environment with an excellent range of resources for most children. Partnerships with parents, the local school and local education authority are extremely effective and enable all children's needs to be met. Meticulous self-evaluation and reflection ensures that the high quality practice is built upon, demonstrating an excellent capacity to continue to improve in the future.

What steps need to be taken to improve provision further?

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

- consider ways for younger children to experience a wider range of resources made from a variety of interesting materials to inspire exploration and creativity.

The effectiveness of leadership and management of the early years provision

Well established and highly effective safeguarding procedures ensure that children are very well protected. Training is ongoing and staff clearly understand the systems that are in place. Rigorous recruitment and vetting procedures ensure that all staff are suitable to work with children. Children's safety and security is a high priority, with each room having a health and safety representative who completes daily checks of the environment and attends regular health and safety meetings. Risk assessments for the nursery, as well as for the regular walks around the RAF base and outings, are completed and regularly updated.

The inspirational manager leads a knowledgeable team and effective self evaluation involves all members of staff. Regular staff meetings provide opportunities to reflect and improve upon practice. Staff training needs are met through provision of tailor made courses and attendance of course provided by the local education authority. The highly effective planning systems in place enable staff to evaluate their practice and children's learning constantly.

Children demonstrate clear enjoyment in the environment. Their uniqueness is recognised by the nursery staff; who are fully aware of each child's background, and sensitively support both the children and their families. Thorough understanding of the children's home routines enables the nursery to meet their needs highly effectively; for example, the younger children are given bottles at the same time as they would at home. Overall the nursery deploys resources well, however, the younger children experience resources made from a limited variety of materials and the popularity of a self chosen construction activity for older children leads to restricted use after other children have made their models, due to the lack of remaining connective parts.

Exceptional parental partnership systems are in place. Regular newsletters, daily updates, formal parents' evenings and a nursery website are examples of what are provided for parents. Parents are encouraged to contribute to their child's development records, as well as provide suggestions through post boxes in the entrance foyer. The nursery staff fully understand the background of the families that they work with; for example children's drawings were parcelled up and then sent by the children to their parents who were posted to Afghanistan. Excellent links are in place with other agencies involved in the children's care. The children's transition to school is greatly aided by the close links between the nursery staff and the local school teachers. This sharing of information and careful preparation provides the child with a clear understanding of their next steps, for example, a child soon to move to school proudly spoke of how he was going to school in September. Parents speak highly of the nursery, 'It is excellent; all of the staff are

so friendly.'

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

Children flourish in the nurturing environment. The innovative use of choosing boards across all age groups encourages independent learning and meets individual's needs. Planned topics engage the children; children excitedly recounted their recent visit from the fire engine. All children are purposefully involved in a wide range of activities and have their needs met when they ask to join in activities. The highly reflective staff observe and know when to support children in their chosen activity. There is an excellent balance of self-chosen and adult led activities. Children confidently use both the indoor and outdoor environment.

The highly effective evaluation and planning system in place demonstrates the staffs' extensive knowledge of child development. Children's next steps are carefully considered, and children's own views are incorporated; for example, one child's fascination with sweeping was discussed, expanded during the day and provided a basis for future next steps. Children develop skills for the future; they demonstrate impressive levels of communication and language skills, with the older children displaying excellent imagination and questioning abilities. They are confident in their use of a range of information technology resources; for example, children are able to independently complete activities on the computer and confidently use cameras to record their learning. Numeracy activities are made relevant to children, such as counting out spoonfuls of vegetables at lunchtime. The weekly culture sessions provide children with thought provoking information and encourage rich discussion.

Children are extremely sensitive to those around them and follow the behavioural rules carefully. For example, even the youngest children are aware that they need to walk carefully around those that are sitting. Children clearly understand the boundaries set for them and wait responsibly until an adult is ready for them to go into the outdoor area. The adults are positive role models and enjoy excellent relationships with the children. This is reflected in the exemplary levels of politeness across the age groups. The lunch time song reinforces the need for manners. Children eat healthily and are provided with excellent choices for snack time. Lunch time is well planned; older children self-serve and offer others bowls of vegetables with great efficiency. The meals are nutritious, and sometimes include fruit and vegetables that the children have grown in their garden. Excellent systems are in place to ensure that dietary and medical needs are met. The children are fully aware of the importance of good hygiene and use the -nursery flannels for cleaning before and after meals effectively.

Children gain physical activity in a range of enjoyable activities; for example, the outdoor environment provides opportunities for climbing and use of pedal cars, and the daily walks, sometimes to the sports ground, enable children to run or crawl. The nursery also makes use of the Royal Air Force sports hall which is a

popular activity with the children.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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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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