

# Rockwell House Day Nursery & Nursery School

Inspection report for early years provision

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**Unique reference number**

EY425727

**Inspection date**

01/09/2011

**Inspector**

Jill Milton

**Setting address**

Wallingford Street, WANTAGE, Oxfordshire, OX12 8AZ

**Telephone number**

01235833255

**Email**

info@bramleyschildcare.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**

Rockwell House Day Nursery and Nursery School was registered in 2011 and is part of a group of privately owned nurseries. The nursery operates from the site of a former independent school in Wantage, Oxfordshire. There is access to an enclosed outdoor area. The nursery opens all year, on weekdays from 7.30am to 6.30pm and the intake of children is from the surrounding rural communities. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 89 children under eight years may attend at any one time. There are currently 20 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Support is provided to children for whom English is an additional language. The nursery employs 17 staff, over half of whom hold appropriate early years qualifications. One member of staff is a qualified primary school teacher.

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

Overall the quality of the provision is good.

Staff are creating an inviting and stimulating environment that helps children progress in many aspects of their learning and development. Staff are embedding an effective range of policies to support their work, though not all procedures are fully tested yet. Some encouraging partnerships are in place with parents, with plenty of exchanges of information regarding the children's well-being. This helps staff support the individual needs of each child in their care. Staff are enthusiastic about the development of the nursery and are taking positive steps to action their plans for improvement.

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

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

- carry out regular fire drills so that all staff have the opportunity to take part in the procedure
- provide positive images throughout the nursery to help children become aware of and embrace differences in religion, culture and disabilities.

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

Staff recognise the importance of safeguarding children and child protection training for all staff is a priority for the new team. Adults working in the nursery complete checks to verify their suitability and a clear induction procedure ensures they are aware of key policies in their day-to-day work. There is an evacuation

plan for the premises, which staff are able to explain in discussion. However, at the time of the inspection, not all had completed an actual drill to be fully confident of the procedure. Staff maintain a safe environment overall for the children and they complete a wide range of risk assessments. An accurate record is in place of the adults and children present during the day. The newly refurbished premises provide a bright and welcoming environment. Rooms are well equipped with accessible resources, many of which are new and of good quality. Staff are working thoughtfully to develop the indoor and outdoor play areas to stimulate children's interest.

The strong team of staff have a wide range of qualifications and experience. Senior staff are well organised and knowledgeable about the Early Years Foundation Stage. They receive ample assistance to aspects of their work from the parent company and there are established systems in place to support professional development. Staff are already using self-evaluation effectively to make action plans for improvements that bring direct benefits to the children. One example is in the way the outdoor play area is extending to cover different areas of learning, apart from physical development. There is a positive attitude to driving improvement from the management.

Staff engage in friendly discussions with parents, providing reassurance and respecting the cultural diversity of the families. There is an effective two-way flow of information when new children start at the nursery. This ensures the key member of staff for each child has an extensive range of information to meet individual needs. Staff provide effective daily feedback to parents and they work with families to offer flexible settling-in arrangements. Staff have experience in different settings of working with other professionals to support individual children. All documentation is in place to establish new links with local schools and other childcare providers as the need arises.

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

Children enjoy the large outdoor play area where they are receiving positive messages about adopting healthy lifestyles. They are confident to take on some challenges as they negotiate a climbing frame or use small stilts. Children behave sensibly and safely, as they steer toys around others and they demonstrate cooperation as they offer a friend a ride. There is a good balance to the energetic play times, with quieter activities and opportunities for nutritious snacks. Children are keen to make healthy choices of different fruits to follow the shepherd's pie and fresh vegetables at lunchtime. Staff take into account dietary requirements and work well with parents to comply with family wishes. Children play in a clean environment since staff are attentive in the day to maintaining good hygiene standards. Babies sleep in a pleasant cot room and staff carefully monitor them during rest times. Staff use a range of techniques to settle younger children who are new to the nursery and in most cases, this works appropriately. Older children demonstrate confidence, since they are aware of the predictable routine of the day. They are developing a good awareness of how to stay safe, for example by

not swinging back on a chair.

Children use a wide range of good quality resources. Although there are toys and books to reflect a diverse society, there are currently few visual images around the nursery to raise children's awareness of others. Children enjoy using items in the garden such as a bug box and magnifying lens to investigate spiders. Staff notice their interests and use spontaneous play to highlight early learning. Children think of other words beginning with the same initial sound as a spider and they compare sizes of their discoveries in the garden. Children delight in caring for the pet guinea pigs and they know to wash their hands after touching the animals. Staff make thoughtful use of a cooking activity to introduce children to weighing and counting as they prepare biscuit dough. Staff make effective use of observations of children's achievements and interests to plan activities. This provides a good focus on individual needs and is helping children make good progress in their early learning. All children are taking part in creative activities, using their senses to explore materials like paint or shiny metal objects. In the baby room staff are aware of the interest younger children show in black and white patterns on handprints or on soft furnishings. Domestic style furniture and colourful, clean rugs in all rooms help create a homely, safe environment.

Children learn useful skills for the future by recycling bottles to make a set of skittles. They access resources to introduce technology matched to their developing levels of understanding. Children choose from an extensive range of books and enjoy sitting with staff to share stories. Staff take into account home languages and they learn key words to aid early communication. This helps children develop a strong sense of belonging and inclusion. Regular outings into the local town extend their awareness of 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

<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	3
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