

Roger's Burrow Day Nursery

Inspection report for early years provision

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Inspector	Julie Wright
Setting address	Woolcombe Block, HMS Drake, Devonport, Plymouth, Devon, PL2 2BG
Telephone number	01752 555878
Email	
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

Roger's Burrow Day Nursery opened in 1995. It operates from a purpose-built building on a naval base in Plymouth and is part of the Pixieland Day Nursery Company. Due to the location of the nursery it is only able to admit children of personnel working at the naval base. Children have access to an enclosed outdoor play area. The nursery is registered by Ofsted on the Early Years Register to care for a maximum of 36 children in the early years age range at any one time. There are currently 31 children on roll. The nursery is open Monday to Friday from 7am to 6pm, for 51 weeks of the year. Nursery education funding is available for children aged three and four years. There are 13 staff employed to work with the children, 10 of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for and enjoy themselves at Roger's Burrow Day Nursery. They make good progress in their overall development. Most aspects of the routines and activities effectively meet the needs of individual children. All welfare, learning and development requirements are securely met by staff. Safeguarding is a key strength, with exceptional safety and security for children. Good communication systems are in place, which promotes positive partnerships with parents. Staff reflect on their practice and identify clear plans for future development.

What steps need to be taken to improve provision further?

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

- extend the opportunities for babies and toddlers to benefit from outdoor activities, and improve the organisation of nappy changing procedures to promote dignity for young children
- develop further the indoor environment so that it is reassuring for all children, for example, by improving the opportunities for them to be able to see and take pride in their creative displays and photographs

The effectiveness of leadership and management of the early years provision

Staff implement comprehensive policies and procedures to promote the health, safety and welfare of children. The premises are exceptionally secure, and extremely rigorous vetting processes are in place. Staff attend additional naval base security training and visitors are accompanied at all times. Recruitment, induction and appraisal systems are thorough, to assess staff suitability. Staff are familiar with the Local Safeguarding Children Board procedures. They show very good awareness of their responsibilities to protect children. Risk assessments are robust and frequently reviewed to promote continued safety for children. Staff have secure knowledge of children's needs and backgrounds. They promote inclusion and reflect diversity throughout the nursery.

Staff are conscientious in their hygiene practices, which minimises the risk of illness and infection to children. For example, they carefully clean surfaces between use, wearing disposable aprons and gloves at appropriate times. Nappy changing arrangements are reasonably organised to meet the needs of younger children. However, they do not fully promote dignity and respect. Children benefit from healthy snacks and meals which are freshly prepared on the premises. Staff are proud of their awards in respect of balanced diets and good nutrition for children. Resources are in good condition and readily accessible to children. Rooms are welcoming and provide stimulating play areas for children. Staff also organise outdoor activities to promote all areas of children's learning. Children benefit from fresh air as they play in the garden or go on outings around the base. The garden is used by groups of children on a rota basis, although opportunities for babies are sometimes limited. Staff are good role models to children and promote positive behaviour. For example, they encourage children to be polite and to consider others. Staff and parents use 'Wow' cards to share and celebrate children's achievements. Children's photographs and creativity are evident throughout the nursery, although few displays are at child height for them to easily see. Staff have good awareness of children's personal routines, needs and preferences. This contributes to individual needs being met and children being content.

Staff have made good progress in their development of systems to observe, assess and plan for children's next steps. Since the last inspection the garden area has been improved and staff continue to attend training courses. Effective self-evaluation procedures result in ongoing improvements within the nursery. Information for parents is readily available. For example, they have frequent discussions with staff about their children's well-being. Photographs are shown each day of children in their activities and daily message books are used. Parents are well informed about all policies, procedures and planning information. Introductory visits and transitional arrangements are effective, which means that children settle well and feel secure. Feedback from parents is positive and they value the nursery provision. Parents describe good relationships with staff and are very pleased with the care given to children. Staff have clear policies and procedures in place to promote partnerships with others, to meet children's specific needs.

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

Children are cared for in groups according to their ages and abilities. They benefit from a wide range of activities, including small and large group times, individual attention and free-play. For example, children readily explore and investigate as they move around independently. Treasure baskets and interesting resources are strategically placed for children to discover, such as in the garden tent and on low shelves. Babies enjoy looking at their reflections in the low level mirror. They crawl along and pull themselves up to touch, press and turn items on the activity board. Babies and toddlers play with a good variety of materials, which stimulates their senses. In creative play they experience crunchy cereals, crinkly autumn leaves, colourful paint, sand and glue. Staff are attentive to babies' needs as they nurse them and gently interact. New sounds or words are written down and babies' latest achievements noted. Parents contribute to the records, keeping staff up-to-date about progress made at home. Young children nearing the age of two years begin to have short visits to the pre-school area. These are gradually increased over a six week period so that they settle happily and extend their friendships. Babies and toddlers show a good sense of security, being happy and content. They notice each other, smile and babble, making clear progress in their early social development.

In the pre-school room children show increasing confidence, competence and independence. They have a good understanding of the daily routines, purpose of activities and expectations of behaviour. This means that children learn to be healthy, safe and to play well together. For example, they take part in physical exercise, such as in music and movement sessions. Children become aware of healthy foods, as they grow and eat carrots and salad leaves. They pour their own drinks and help to make sandwiches. Children learn to share, take turns, and to care for things. In the nursery they observe and look after fish and giant snails in their respective tanks. Good use is made of the base facilities to further children's knowledge and understanding of the natural world. For example, children see protected species such as newts and slow worms, which is reported on in a newspaper article. Children are proud to see themselves and their special activity in the local paper. They also enjoy visits to the Commodore's House and trips to see royal visitors to the area. Outings provide excellent opportunities for children to become aware of staying safe. They wear high visibility tabards and carefully hold onto the walking rope. Children become aware of possible hazards or dangers and consider how to avoid them.

Children take part in age-appropriate activities and use various resources that promote their early understanding of the wider world. They learn that people have different backgrounds, lifestyles and languages. Pre-school children enjoy a speech and language programme, using French and English words. Children can try different foods each month, considering tastes and origins. For example, during

October they are having Indian dips. Role play resources, mark-making materials and books are readily accessible in all areas. Children use electronic toys and technological equipment as they play, which promotes their interest and development. For instance, children take photographs with a camera and play educational games on the computer. Pre-school children often have open access to the garden where they enjoy playing in the water tray, pouring, filling and splashing. Children laugh as they readily chase the soapy bubbles being blown. Children use their initiative and show their ideas as they play. For example, they decide to use water from the tray to water a plant in a pot. A 'friendship bench' provides a calm space where children look at picture books with staff. Children play imaginatively together in the tent and under the cargo net. Staff interact well with children to promote and challenge learning in 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

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	1
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	1
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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