

Roose Nursery

Inspection report for early years provision

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Inspection date	09/01/2012
Inspector	Sandra Williams

Setting address	Roose School, North Row, BARROW-IN-FURNESS, Cumbria, LA13 0HF
Telephone number	01229 894608
Email	admin@roose.cumbria.sch.uk
Type of setting	Childcare - Non-Domestic

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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

Roose Nursery has been registered by Ofsted on the Early Years Register since July 2011. It is managed by a voluntary committee and is situated in a classroom within Roose Community Primary School in Barrow-in-Furness, Cumbria. The nursery serves the local area and is part of the school. The children have access to the classroom, the school hall and toilet facilities. There is also an enclosed outdoor play area and a large enclosed field available for outdoor play.

The nursery is open from Mondays to Fridays during school term times. Sessions are from 8.45am until 11.45am and 12.15pm to 3.15pm with a lunch club offered inbetween sessions. Children are able to attend for a variety of sessions. A maximum of 16 children in the early years age range may attend the nursery at any one time, none of whom may be under two years of age. There are currently 26 children in the early years age range on roll, of which 21 are in receipt of funding for early years education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are three members of staff who work with the children, all of whom, hold appropriate early years qualifications to a minimum of National Vocational Qualification level 3. The nursery receives support from the head teacher and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's uniqueness and individuality is very well known by the staff, who respect and cater very well for children's individual needs and requirements. Children are safeguarded as most of the safety requirements are well met. The extremely motivated and committed staff group make sure that they successfully promote children's welfare and learning to a high standard. Partnerships with parents and other agencies and providers of the Early Years Foundation Stage are excellent in successfully promoting children's welfare and learning. This means that children are making good progress towards the early learning goals. The staff group are committed to continuous improvement and are constantly self-evaluating and reflecting upon their practice.

What steps need to be taken to improve provision further?

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

- ensure that the damaged plastic bottle green house is removed from the field area as planned
- consider alternative ways of displaying the dressing up costumes so that they are more easily accessible to the children.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded due to the thorough safeguarding procedures in place. The staff receive regular training and have a good knowledge of the indicators of abuse and the procedures to follow should they have any concerns about the children. A full set of comprehensive policies and procedures are regularly reviewed and conscientiously implemented by the staff. Children are safeguarded by robust recruitment and vetting procedures, including, criminal records bureau checks, ensuring that all staff are suitable and safe to work with children. Detailed risk assessments are undertaken to ensure that the premises is safe and free of hazards. The green house has very recently been blown down in strong winds. It has been made as safe as possible and children are supervised when passing it, however, it does currently pose a hazard until it's imminent removal. The nursery has very good security systems in place which keep children safe and secure at all times.

The staff have excellent relationships with parents, carers and extended family members. They are made to feel welcome and are strongly encouraged to be involved in their children's learning and development and they volunteer to attend various sessions on a rota basis. Parents are encouraged to celebrate their children's achievements, which boosts the children's self-esteem and confidence. A wealth of information is available to parents on the notice boards and in files in the waiting area. Parents spoken to and who have completed questionnaires express their extreme satisfaction. They state that the nursery is brilliant and that the staff are so friendly and take the time to get to know the children individually, thus meeting their needs extremely well. Excellent links with the school exist and the head teacher is chair person of the committee and is extremely supportive of the nursery. This helps enormously with the children's all round care and education and their smooth transition when it is time for them to move on. Children who attend other nurseries on a part time basis receive excellent consistent care as the staff share important information about their progress in their nursery-to-nursery books. Partnerships with others, such as health and education professionals, are also highly effective in ensuring that children and their families receive excellent support.

The staff are highly motivated to provide a good standard of care and education for all children. Staff moral is high and this ensures a happy and fun place for children to enjoy their learning through play. Resources are well organised, labelled and attractively displayed throughout the nursery. The only resources that are not well presented currently are the dressing up costumes in the role play area. Free-flow between the inside and outside areas allows children to enjoy a wide choice of activities that are easily accessible to them. Equality and diversity is promoted very well by the staff. The nursery is rich in resources and positive images of cultural diversity. Staff are extremely welcoming and inclusive and are effective in ensuring that all children are well integrated. The staff work very closely with parents of children who have additional needs and ensure that the children are fully supported. The self-evaluation process has been completed

thoroughly by all of the staff and it demonstrates their reflective practice and positive attitudes to continuous development.

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

Children thoroughly enjoy their time spent in this welcoming and stimulating nursery. They are well cared for by extremely caring and nurturing staff, who are fully committed to the children's wellbeing. The attractive displays of children's work and family photographs help them to feel included and valued. All children have excellent opportunities to adopt healthy lifestyles and enjoy the fresh air as they freely access the very well resourced outdoor play area. They enjoy regular exercise as they climb, run, jump and march. The children also enjoy weekly movement to music and circle games in the school hall which help them to develop their coordination. They are beginning to learn the benefits of exercise and know that running helps to keep their bodies healthy. Fresh drinking water is constantly available in their own water bottles, easily identifiable by their photos attached to their bottles. They show a good understanding of healthy eating as they make healthy choices at snack and meal times. Parents have the option of either providing the children with a packed lunch from home or a hot meal from the setting. Children have a very good understanding of the importance of following good personal hygiene routines and they are aware of why they need to wash their hands at appropriate times. All children feel safe and happy as they enjoy close attachments and trusting relationships with the staff. They show a good understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. For example, they are clear about not running inside in case they hurt themselves or others. They learn about fire safety when the local fire officers visit the nursery to talk to the children about safety issues.

Children are making good progress in their learning and development due to the wide range of activities that are planned to meet their individual needs and interests. The system for gathering information about the children's starting points, when they first attend is established in order to inform the base line assessments. Regular observations and assessments provide staff and parents with information used very effectively to plan for children's next steps. Children are making very good progress in their communication, language and literacy. The wide range of books available in the snug promote children's interest in stories. They particularly enjoy story times with the older children from the school who visit them to read with them. The children are beginning to recognise their names as they hang their coats up on the pegs. They are developing their phonic knowledge and know that 'apple' begins with 'a' and banana begins with 'b'. They develop their mark making skills by using a range of methods. For example, children enjoy making marks with paints, using their fingers and toy cars. Children develop good skills in information and communication technology due to the resources, such as cameras, computers, magnifying glasses and remote control toys. They learn about numeracy and problem solving by playing with the range of games and resources freely available to them. They begin to recognise numerals from the various displays inside and out. Children's creativity is encouraged in many different ways. They enjoy

imaginative play, craft activities and playing musical instruments. Children learn about the world around them as they have lots of opportunities to explore natural objects, such as shells, leaves, wool and pasta. They enjoy feeding the birds and studying bugs and leaves using magnifying glasses. The children are encouraged to explore their feelings and emotions and be respectful of others. They make very positive contributions by, for example, buying poppies for Remembrance Day. Overall, children benefit greatly from attending this good quality nursery.

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	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	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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