

Raffles Day Nursery

Inspection report for early years provision

Unique reference number EY346535
Inspection date 28/02/2012
Inspector Karen McIntyre

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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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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

Rafles Day Nursery originally opened in 2001 with a change of ownership in 2007. The nursery operates from a purpose built portocabin in Cheshunt. Children have use of five base rooms and share access to a safe, covered outdoor space located at the side of the pre-school classroom. There are two secure outdoor areas, one for pre-school and toddlers and a separate area for babies. The nursery is open each weekday from 8am until 6pm for 51 weeks a year.

A maximum of 67 children may attend the nursery at any one time. Currently, there are 87 children on roll of whom 24 receive funding for nursery education. The nursery supports children with learning difficulties and disabilities and those who speak English as an additional language.

The nursery employs 21 staff, a cook and two cleaners. The owner and manager both have early years professional status. Two members of staff are currently studying for a foundation degree in early years. All other staff are qualified at levels two or three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and well cared for in this nursery. They relate well to the staff who are motivated, enthusiastic and work hard to create a nurturing environment. All children make good progress and are exposed to a wide range of activities that support their learning and development. The nursery has created links with parents and other agencies who are actively involved in the setting. The owner and nursery staff monitor and evaluate the provision effectively; consequently, the nursery is well placed to maintain continuous improvement.

Recommendations from previous inspection have been addressed to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the range of equality and diversity materials within the nursery
- build on partnership working by inviting parents to contribute towards children's profiles
- continue to develop planning so it provides relevant and motivating indoor and outdoor experiences for each child on a regular basis.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the setting because staff have good knowledge of local safeguarding procedures. Managers ensure staff deployment is good in both indoor and outdoor areas and risk assessments are carried out on a regular basis. Any hazards are either removed or minimised, so the environment remains safe for the children. Staff carry out emergency evacuations at various times of the week to ensure all children learn how to leave the building safely. Children are further protected by accurate record keeping, which includes accident, medication, health plans and attendance records. As an added security measure, staff photographs are on display in the hallway and they wear company tops so parents and visitors can identify them.

The staff are knowledgeable about the Early Years Foundation Stage and use it well to support children in their learning. The environment is well organised and there is a large range of age-appropriate toys and equipment for the children to select independently. There is plenty of space to move around. This provides the children with opportunities to practise new skills, such as walking and using wheeled toys. Consequently, children are making good progress in their learning and development.

Staff are aware of the areas they need to review and seek ways to improve the setting. For example, they meet regularly with the PTA, are working through a quality assurance scheme and receive support from the local authority. As a result, they plan to deliver a workshop to parents explaining the importance of working together. This will support the staff to plan more holistically for the children's individual needs. Staff have recently reviewed and amended their observation, assessment and planning and intend to continue to evaluate its effectiveness.

The nursery has developed its close working relationships with parents and carers. Staff set up events to encourage parental involvement, such as father and grandfather cooking competition, Saturday activities and parent evenings. Parents are happy with the setting and expressed many positive comments about the staff, the food and the effective, sensitive management of transitions. Staff obtain useful information about each child before registration, such as likes and dislikes, dietary requirements and personal care needs. In addition to this, they request information from previous nurseries about learning and development. This means they are able to fully support the children when they first arrive at the setting. However, after this period, parents do not contribute to their child profiles. This restricts the amount of information staff have to plan for future learning and development. Effective relationships with other provisions and professionals are evident and contribute well to all children's welfare and learning.

Staff offer sensitive and caring support to children who have additional needs. Extra risk assessments are carried out to ensure all children are included and their needs are met appropriately. Children learn to develop positive attitudes towards themselves and others because staff treat all children equally.

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

Children really enjoy being in the setting. They are familiar and secure with the routines because staff interact well with the children and make them feel welcome. Children are able to move freely and safely around the nursery because the staff ensure the environment is safe. For example, children help to sweep up during tidy up time and know where to find their shoes for garden time. Older children are able to identify and name their key worker.

Children's health is promoted well. They are aware they need to wash their hands before snack and after garden time because familiar hygiene routines are well established. Children are starting to learn about making good choices in food because they are offered healthy options such as fruit at snack times. In addition to this, all food is freshly prepared on the setting and children are offered a variety of healthy meals. Food is presented according to their stage of development, for example pureed or mashed for babies. Mealtimes are social occasions when staff sit with the children and spoon feed babies. Children have daily access to fresh air as the nursery has a covered outdoor space and two play areas. They demonstrate good physical skills in crawling, walking, climbing and managing small wheeled toys because they have access to a variety of resources. For example, children can use the climbing frame, scooters, small push along and skipping ropes to test and challenge their skills.

Children are making good progress in their learning and development because staff mostly plan activities around their interests and needs. Children are observed and assessed continuously but planning for individual children is not always consistent. As a result, activities and opportunities aimed at individual needs are, at times, limited.

Children are developing good communication and social skills. They thoroughly enjoy interacting with adults and their peers and are confident to approach adults for support or to express their needs. There are plenty of opportunities for children to practise mark-making and develop fine motor skills. For example, children are encouraged to play in the wet sand with spades and forks and enjoy manipulating 'small world' figures and toy vehicles. Babies are provided with rattles and many activity centres. Children count with adults, play with 3D wooden blocks and are supported to problem solve with guidance by finding their own shoes and managing to put on their own coats. Creativity is developed through work with playdough, sticking, paints and drawing. The nursery promotes knowledge and understanding of the world through a variety of activities including treasure baskets, vet corner and a travel agents. Children are exposed to a range of cultures mainly through festivals including, Chinese New Year, Hindu festivals, Easter, Christmas. However, opportunities for children to explore other cultures and lifestyles on a regular basis are not consistent throughout the nursery. This limits the experience some children have to explore and understand equal opportunities.

Children are developing skills for the future through a variety of activities and

equipment. Children use computers independently and work with little adult support. There is a washing machine in the home corner and musical toys for babies to press and wait for a response. Staff promote curiosity and encourage inquisitiveness by talking freely to the children about equipment and its uses.

Children behave well and are learning about boundaries because staff use age-appropriate behaviour management techniques. Babies are distracted with toys or moved to another area. Toddlers are encouraged to stop the inappropriate behaviour and praised for sharing and helping. Older children are reminded to walk in the classroom and will respond to requests from staff to walk slowly. Throughout the day, staff offer frequent praise and reinforce boundaries consistently. As a result, children are confident, happy and inquisitive.

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	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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met