

Redland Nursery

Inspection report for early years provision

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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

Redland Nursery was registered in 2004. It is registered on the Early Years register and the compulsory part of the Childcare Register to care for up to 56 children under eight-years of age. It is set in the grounds of Redland County Primary School in Chippenham and serves the local area. Children are cared for in two age groups, toddlers and pre-school, each with its own play room and planned activities. There is a large outdoor play area and children also have occasional use of the school hall or playing field for large physical play. The nursery is open 50 weeks a year from 8am to 6pm, Monday to Friday, excluding Bank Holidays. Main sessions are 8am to 1pm and 1pm to 6pm as well as full time care. School time sessions are from 8.30am to 3.30pm. Some shorter sessions are also available. There are 90 children on roll, all of whom are under five. The nursery receives government funding for two, three and four year old children. The nursery caters for children with special educational needs and/or disabilities, as well as those who have English as an additional language. It is managed by Barnardo's who employ a nursery manager and a staff team of 13, all of whom are suitably qualified in child care; 11 to NVQ level 3 and two who are working towards level 3. The nursery has close links with the Reception teachers at the school where it is sited, and the local Children's Centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is a highly inclusive nursery which makes excellent provision for children's care, learning and development in almost every respect, particularly those with special educational needs and/or disabilities. This is due to the dedication and commitment of the whole staff team who have sustained very high quality provision during a period of considerable change in the structure and staffing of the nursery. There is a very strong focus on monitoring and evaluating the nursery's practice, and excellent self-evaluation identifies areas of strength and developments that would make it even more effective; this confirms the nursery's excellent capacity to improve further. The staff have worked hard with parents and carers to ensure they provide them with high quality information about their children's progress, and transition arrangements as children move from room to room or on to the main school are particularly strong.

What steps need to be taken to improve provision further?

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

- seize the opportunities at 'snack time' to further develop children's personal and communication skills by making this more of a social occasion.

The effectiveness of leadership and management of the early years provision

Safeguarding of the children is given top priority. All staff at the nursery ensure children are extremely well looked after. There are very comprehensive policies and procedures in place to ensure that children are kept safe at all times. All staff have the appropriate security clearance and the identity of all visitors is carefully checked before they are allowed entry. Additional procedures, such as keeping all mobile 'phones, of staff and visitors, in a secure place to prevent the taking of photographs, are also followed rigorously. Health, safety and risk assessments are of a high quality and all inside and outdoor areas, and equipment are thoroughly assessed for risks at the start and end of sessions. Despite extensive re-structuring of the nursery over the last year, the whole staff team works very well together and morale is high. The senior leadership team embeds ambition and drives improvement exceptionally well. As a result, the setting is run, and functions, very effectively on a day-to-day basis. Staff are highly reflective and, because of outstanding self-evaluation, they understand the strengths of the setting as well as looking for how aspects can improve further. Training is linked very well to individual needs and staff are always looking to update and improve their qualifications. Staff are supported by excellent resources. All the recommendations from the previous inspection relating to planning and strengthening the engagement with parents and carers have been fully addressed. The pre-school is fully inclusive. It is able to provide for children with special educational needs and/or disabilities and equality and diversity are promoted extremely well by leaders and staff. Policies make it quite clear that discrimination is not tolerated in any form. Information provided for parents and carers is of excellent quality. They receive regular newsletters and details of any particular events taking place. Parents and carers say their children really enjoy the nursery. 'My son wants to know why he can't come every day!' said one. Parents and carers have opportunities during the year to discuss their child's progress and next steps in learning and development. There is an open-door policy which means they can always speak to a member of staff on a day-to-day basis about what their child has been learning or if there are any concerns. Activities such as 'Dad's Den Building Day', and 'Talk, Listen and Learn' courses help parents and carers learn how they can assist their children to develop basic skills and learn how to play with them constructively. The nursery has excellent partnerships with the host school. Relationships with the Reception class are particularly strong. Visits to the school and from the teacher ensure that transition is as smooth as possible and children quickly settle in the new environment. The nursery also has strong partnerships with other local schools and the community, and receives visits from public services such as the fire brigade and police, which all serve to reinforce children's learning about the world in which they are growing up.

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

Children are very happy as they come into the nursery and quickly settle down quickly to a range of excellent, motivating activities, all of which enable them to develop and learn highly effectively. The fact that the two age groups are catered for in different rooms means that activities that adults provide, although being around the same theme, are differentiated highly effectively to provide more or less challenge as required. Key workers work closely with small groups, encouraging them with questions to talk about their learning and also enhance their speaking and listening skills. A visual timetable ensures that children understand the programme for the morning's activities. They learn initial letter sounds and even the youngest children are beginning to identify their own names when written. There are ample opportunities to develop early writing skills and some of the older children are able to annotate their pictures displayed on the wall. Number skills are developed very well through puzzles, songs and rhymes as well as outdoor activities such as counting the number of shoe boxes in a tower. As a result of the setting's excellent commitment to equality and diversity, all children get on very well with each other and adults, irrespective of individual differences, needs or backgrounds. Their behaviour is also outstanding. Since the last inspection the quality of planning has greatly improved. It now shows how all areas of learning are to be covered and what skills and knowledge are to be gained from each activity. In addition, children's needs and interests are incorporated very well into planning which makes activities even more meaningful for them. There are careful assessments and evaluations which identify how children can be moved on further or supported more in their learning. A range of observations are carried out by key workers, some short and to the point and some of much longer duration. The observations are recorded in children's 'Learning Journeys' which are excellent records of children's achievements and enhanced by photographs and samples of children's work as well as 'special moments' provided by parents and carers. The outdoor learning environment is outstanding. Children have excellent opportunities to learn about the world around them. They plant seeds, nurture and look after the plants. They look after the pet rabbit and fishes, understanding that nurturing and looking after them are long-term commitments. They also have opportunities to use large apparatus to develop their physical skills and learn how to take risks safely. This develops children's confidence and self-esteem extremely well. For example, when children were practising their jumping off a small wall, they were all reminded to look first to make sure no children were underneath. There is a full range of other activities outside for the children to pursue and the outside learning environment complements that of the inside extremely well. Children enjoy a very good range of healthy snacks. However, opportunities are lost to develop children's personal and communication skills at snack time because it is rather rushed. Children contribute to the smooth running of the setting by helping to set things out and tidy up. Children clearly feel extremely safe at the setting and leaders ensure that children learn how to keep themselves safe and move sensibly around inside and out. They understand that all resources should be treated carefully so that all can enjoy them. Children behave very well, they are learning to listen very carefully and follow instructions well. They respond well to the use of praise and

encouragement from staff. Children are developing independence and make choices as to what activities they want to follow. Their concentration spans are increasing because they become totally absorbed in the exciting activities. All these things together, alongside the excellent development of their basic skills, ensure children are making excellent progress towards achieving the necessary skills for the future.

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

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| 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

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| 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 | 1 |
| 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

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| 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

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| 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