

Rise and Shine Day Nursery

Jack Hunt School, Ledbury Road, Peterborough, Cambridgeshire, PE3 9PN

Inspection date	27/09/2012
Previous inspection date	03/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children make good progress in their learning and development. They actively engage in a broad range of stimulating activities and experiences relevant to their individual learning needs.
- An effective key person system is in place. Practitioners know individual children well and have good relationships with them. Children have developed firm relationships with each other and this contributes to their confidence and sense of security.
- Procedures for safeguarding children are strong and well embedded. Practitioners have a good understanding about child protection, recruitment procedures are robust and effective risk assessments ensure that children play in a safe and secure environment.

It is not yet good because

- Key areas of the premises, such as the children's toilets and changing areas, the hallway and the rugs in the toddler room, are not clean enough.
- Systems of self-evaluation do not monitor and take enough account of the daily practices and routines, especially those that relate to the cleanliness of the areas that children use.
- Current assessment arrangements do not take enough account of information on entry from parents about children's starting points or ongoing information from other providers when children attend more than one setting.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the baby, pre-toddler, toddler and pre-school rooms and outdoor area. This included a joint observation with the registered provider of a play dough activity in the pre-school room.
- The inspector held a meeting with the registered provider of the provision and spoke to children's key persons as appropriate during observations.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.
- The inspector also took account of the views of three parents/carers spoken to on the day as well as information included in the setting's own parent questionnaires.

Inspector

Anna Davies

Full Report

Information about the setting

Rise and Shine Day Nursery opened in 2003. It is situated within the grounds of Jack Hunt Secondary School in Peterborough. The nursery consists of four main rooms: the baby room, the pre-toddler room, toddler room and the pre-school room. An enclosed outdoor area is attached to the building. Children are grouped according to their age and come

from the surrounding areas. The setting is open all year round, except at Christmas, from 8am until 6pm.

The nursery is registered on the Early Years Register and there are currently 37 children on roll. It supports children with special educational needs and/or disabilities as well as children who speak English as an additional language.

A total of 10 members of staff work directly with the children, both on a part-time and full-time basis. Of these, four hold qualifications at level 4 and three of these are working towards a qualification at level 5. Five members of staff hold qualifications at level 3 and one member of staff holds a qualification at level 2 and is working towards a qualification at level 3. The setting provides funded early education for two-, three- and four-year-olds and receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the premises and equipment are kept clean, and be aware of, and comply with, requirements of health and safety legislation (including hygiene requirements); this specifically relates to the cleanliness of the children's toilets, changing stations, the toddler room rugs and the hallway.

To further improve the quality of the early years provision the provider should:

- enhance the effectiveness of assessment procedures by: evidencing information from parents about children's learning and development at home to help inform starting points on entry to the setting, and sharing information about children's learning and development with other providers where children attend more than one setting
- ensure that systems of self-evaluation are rigorous and effective; this specifically relates to the procedures in place to ensure and continuously maintain a clean and hygienic environment for children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching and the support given to children's learning are good and strongly contribute to the progress they make. Children in the pre-school room enjoy working in smaller groups and this benefits them hugely, specifically those children with additional needs. Activities, such as making currant buns out of play dough, are well delivered, encompassing all areas of learning. For example, children confidently count and work out

number problems and learn and use new vocabulary, such as 'squeeze' and 'squish', as they tell the practitioner how they are making the buns. Children explore textures and their senses, describing the play dough as 'cold' when they put it close to their face. The practitioner asks lots of questions to challenge children's thinking and encourage perseverance as children comment 'this is not working' and try again. These types of activity demonstrate that children are active learners and are highly motivated to learn in response to the good quality support and interaction from practitioners. Practitioners scaffold children's learning well; for example, they show babies how to make marks with glue spreaders before letting them independently explore this for themselves and give them time to solve simple problems, such as how to get pieces of material off of their sticky fingers. Practitioners fully understand how young children learn. For example, the baby room supervisor appreciates as the babies are offered the glue and collage materials, it is the exploration of the textures and mark making with the glue that is important, not the end result.

Children with special educational needs and/or disabilities are well supported and make good progress during their time at the setting. Staff liaise closely with parents and outside agencies as necessary to ensure that children receive the appropriate support and intervention. Children who speak English as an additional language also make good progress, and parents particularly comment on their child's increasing understanding and use of English. Secure systems of observing, assessing and planning for children's learning have been established. These focus on individual children's learning needs and ensure that activities are planned to meet these. Planning covers all areas of learning, with good emphasis on the prime areas.

Babies learn about early communication through the use of sign language, and practitioners label key words in books for toddlers to expand their vocabulary. Children enjoy books and this is encouraged throughout the nursery. Pre-school children enjoy a 'story of the month' and learn the meaning of new and more complicated words, such as 'indestructible'. Children have access to a computer where they learn vital technology skills, ably using the mouse to make onscreen selections. They express their imagination as they develop play ideas, for example, pretending to put a fire out after a barbeque. Babies explore different media and materials, such as shaving foam, rice and baked beans. The setting is well resourced inside and out. For example, children play group games in the garden before using buckets to catch the raindrops falling from the canopies, and babies enjoy activities in the tent outside.

Parents are encouraged to be involved in their children's learning and development in variety of ways, such as the achievement board where they share information about their children's achievements at home. They also add comments to their children's daily diaries and borrow books from the setting to share at home. Information regarding children's care needs is collected from parents when they start. However, less specific information about children's starting points is gathered to help the accuracy of initial planning for children's learning needs. Parents spoken to at the inspection speak highly of the staff and setting, especially their children's increased communication skills and the relationships they share with the staff and each other.

The contribution of the early years provision to the well-being of children

Effective key person systems are in place; they know their children well and enjoy warm rapports with each other. For example, when a child wakes from a sleep having missed lunch, their key person sits with them to help them eat their meal. Practitioners understand their key children's next steps of learning and talk confidently about the good progress they are making, encouraging parents to support their child's development at home. Children behave well as they are actively engaged in activities and enjoy warm interaction with practitioners. Appropriate strategies are applied for those children with known behavioural issues to ensure that they receive good levels of attention, work in smaller groups and enjoy active participation in activities. Practitioners encourage children to take supervised risks, for example, letting babies climb the first few steps of the low-level climbing frame but ensuring they are stood behind in case they are needed.

There is a satisfactory menu and a balance of bought and home-made meals offered to children. Snacks consist of fresh fruit together with breadsticks, crackers or toast. Older children are encouraged to be independent in seeing to their personal needs. Younger children's nappies are changed regularly and they have individual clean bedding for sleeping. However, the cleanliness of some areas of the nursery is poor. For example, children's toilets and the changing unit in the pre-school room are generally unclean and the toddler room rugs are deeply soiled. Furthermore, the hallway, in particular the floor, is also unclean and uninviting for prospective parents. Although the registered provider is organising a deep clean of these areas, children's good health is not currently promoted effectively enough when using them.

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

A lot of work has gone into improving and developing the provision for children's learning and development. Staff have a secure understanding of the areas of learning and how children learn, which enables all children to make good progress overall. However, the same emphasis and priority has not been given to maintaining the cleanliness of all areas of the setting, which impacts on children's well-being. Procedures in place to safeguard children are effective. Staff understand the procedures to be followed should they have concerns about a child in their care and who to report concerns to. Recruitment procedures are robust, ensuring that staff are suitable to work with children. Risk assessments are regularly reviewed for the premises, outdoor area and outings. This ensures that the environment is safe for children.

Self-evaluation has been used effectively to identify clear priorities for improvement in terms of children's learning and development. Many of these have been addressed and implemented, including the action and recommendations raised at the previous inspection. However, self-evaluation is less effective in terms of the monitoring and evaluating of daily routines and practices to ensure that a clean and hygienic environment is maintained for children. Staff are well qualified and it is obvious that they enjoy their work with the children. A programme of training is in place and staff have particularly implemented ideas raised as part of their 'Every Child a Talker' training. For example, stories of the month

have been introduced, book bags encourage children to share books from the setting with their families, and open-ended artwork has been promoted. All of these activities support children's communication and language development. Overall, children at this setting are well prepared for the next stage in their learning and the setting liaises with the local schools appropriately before children start there. However, partnership working with other providers where children attend more than one setting is less secure. Learning and development information is not routinely shared to help ensure a consistent learning experience for children in this position.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY225879
Local authority	Peterborough
Inspection number	884037
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	37
Name of provider	Alison Jean Holmes
Date of previous inspection	03/03/2010
Telephone number	01733 268 794

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years

Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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