

Ridgemount Cottage Nursery School

73 Ermin Street, Brockworth, Gloucester, Gloucestershire, GL3 4EH

Inspection date	13/09/2012
Previous inspection date	21/04/2009

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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress because of the key persons' in-depth knowledge about them and their next steps.
- All children, including those with poor communication skills , learning English as an additional language and with special educational needs and/or disabilities make particularly good progress
- Staff meet the requirements for children's safeguarding and welfare well.
- The hands-on management supports engagement with families with very varied needs well, close monitoring of provision and staff's commitment through encouragement and training.
- Children settle quickly to be happy and develop well in personal and emotional development.

It is not yet outstanding because

- some learning records for children are incomplete to maximise information for parents
- staff do not make the most of learning opportunities arising in older children's routines.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three different units and the two outside areas. A shared observation of children's outdoor play was achieved with a deputy.
- The inspector held meetings and discussions with the owner-manager, the special education needs coordinator and some staff.

The inspector looked at the nursery's self-evaluation form, children's learning journals and at a representative range of documentation. This included the nursery's analysis of children's individual progress, planning, health documentation, some policies and the early years development officer's report.
- The inspector also took account of the views of parents spoken to on the day and given in response to the nursery's parent questionnaire.

Inspector

Angela Cole

Full Report

Information about the setting

Ridgemount Cottage Nursery School registered in 1993. It is privately owned and is situated in Brockworth, a residential suburb on the outskirts of Gloucester. The nursery

serves the local area. It operates from six rooms and an extension in a refurbished outbuilding in the grounds of a thatched cottage. The baby unit is situated on the first floor with no lift access. Children use an enclosed outdoor area for their play. The nursery opens each weekday all year round from 8am to 6pm, except for bank holidays. It is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 50 children in the early years age range on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities and a number of children who learn English as an additional language. There are nine members of staff, of whom two have teaching status, one has Early Years Professional Status and five hold appropriate early years qualifications. There is one member of staff gaining a qualification. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- provide materials and resources to extend children's learning in daily routines

Inspection judgements

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

Staff have a strong impact on children's learning and development. This means that children make good progress taking into account their starting points and capabilities. The educational programmes for the prime and specific areas of learning effectively help children to reach expected levels of development as indicated in Development Matters in the Early Years Foundation Stage. Families with children aged two years who receive funding are warmly welcomed. These children settle well so they feel secure and can learn well. Children learning English as an additional language make good progress from their starting points. The nursery enlists help from translators to support parents. In liaison with parents, staff prepare tailored programmes of learning for individual children, including over the summer holidays. These strongly support children to gain confidence and to work towards their expected levels of communication and language. The nursery offers particularly good support to children with special educational needs and/or disabilities. Staff work well to make early identification of any additional need. The key persons are strongly supported by the special educational needs coordinator to set realistic learning targets to help these children progress. As a result of the nursery's supportive work and teaching has good impact on these children's progress relative to their starting points.

Dedicated staff in the baby, two-year-old and pre-school rooms provide children with good support to acquire the skills and capacity to develop and learn effectively. The rooms are

attractively set out in learning areas. Materials and equipment, including books, small world and construction toys, are stored at children's level so that they are encouraged to make choices. Children gain self-esteem as they enjoy looking at displays that include samples of their work. Enthusiastic staff calmly engage and motivate children so that from a young age they gain confidence. Babies and toddlers enjoy sensory play with a range of items made from natural materials, including wood; they become engrossed in group and individual painting sessions. They enjoy playing outdoors several times each day in their own, quiet area with physical play equipment, such as rockers and a sand tray. At other times, they enjoy being with older children outdoors.

Staff demonstrate shared expectations as they engage and motivate children. Children aged two years develop well to show concentration and perseverance in their play. They use 'real' items in their home play as they explore adult roles. With attentive adult support, they play well together, for example, in imaginative play with small world figures. Children in the pre-school benefit from the secure foundations to learning developed in the younger children's rooms. They are secure in their abilities to join in interesting conversations and in their language and mathematical skills to count and match similar shapes. Staff focus well on new children to ascertain their levels of learning and to encourage them to learn about the available equipment to begin to use this for their own play. Staff focus well on supporting children to be ready for the next stages in their learning at school.

A key strength of the nursery is how well the owner-manager and her staff connect and work with parents. Staff are friendly so that key persons help parents to feel comfortable so that their children settle. Staff engage parents in their children's development and regularly share in conversation about children's activities and achievements in the nursery and at home. Parents receive invitations to attend meetings to talk about the children's learning journals and their progress in depth. Staff send home booklets for families to record about what their children did at the weekend to contribute to the picture of children's learning.

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

The staffs' good practice supports all children, including very young children and those in need of additional support, to form strong bonds and secure emotional attachments with their carers. Babies and young children confidently go to their room staff for cuddles when they are tired. Good care practices enable children to be happy. Arrival time is a relaxed happy time for children and parents. Children enjoy what they doing. Babies enjoy exploring media, such as shaving foam, and a wide range of household tools, including those made of natural materials. Two-year-olds make good use of their initiative; they dress up in hats and enjoying making noises with different shoes. Pre-school aged children focus well on small world play, for example, smiling with pride as they line up toy farm animals.

Children of all ages use sounds, gestures and conversation as they happily play with adults and each other. Babies focus well as they sit on staffs' laps to enjoy stories. Older children

concentrate effectively to make comments about the pictures in books. Two-years-olds particularly enjoy playing with others using small world toys, such as a house and figures and the adults describe their actions. Children make good use of their imagination to paint freely, move to music and explore adult roles with telephones and in the home corners. Older children are well supported and challenged by staff so they persevere to build, high brick towers and find out how many bricks they use. However, staff do not always challenge children well during routine activities. For example, at circle time pre-school aged children say numbers by rote, rather than counting children. They are not regularly involved in the preparation and serving of snack foods.

Children learn to behave well. Staff help children to learn to wait and take turns. Pre-school aged children play cooperatively together, fetching water for each other and sharing equipment in the water tray, such as hoses. From a young age, children develop independence in personal hygiene, dressing and eating. They gain confidence to choose resources from low-level storage in each area. They develop well as they explore their surroundings, moving freely round the spacious indoor and outdoor areas and visiting the adjacent garden.

Staff robustly support children to develop an understanding of the importance of physical exercise. Staff take babies outside several times a day; they develop their coordination as they run, balance and play in the sand. Children are keen to play outdoors. They effectively learn to keep themselves safe as they use wheeled toys on the sloping ground and negotiate with confidence the challenging adventure equipment. Babies and children learn about the importance of a healthy diet and receive good support to manage their own hygiene and personal needs. Staff prepare children well for their transitions. They move smoothly between room and young children listen to older children describing their visits to reception classes.

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

The owner-manager has a clear, informed overview of the nursery's work as she is present for the majority of the time that the nursery is open. She and her senior staff team have a strong understanding of their responsibilities in meeting the learning and development requirements. Staff throughout the nursery use the same systems for assessing and monitoring children's progress. This effectively supports children, particularly when they are moving to the next room. The close monitoring of new children's progress enables staff to effectively identify the groups of children who may need extra support to close gaps in their learning.

All staff play their part in fulfilling their responsibilities to effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage at all times. Staff implement these requirements consistently across the nursery to create an environment that is safe, welcoming and stimulating. All staff have a good understanding of how to keep children safe and most have undertaken child protection training. The designated person completed extended training and has a particularly good knowledge and

experience of how to respond where there are concerns about a child. The owner-manager regularly reviews arrangements for safeguarding, including recruitment and induction practices. All staff are well aware of only allowing vetted persons to have sole access to children. Such safe practices and a culture of safety are well promoted in meetings with staff, As a result, these are well understood and all required policies and procedures are consistently implemented.

The nursery works well in partnership with parents from a wide range of backgrounds. For example, the owner-manager has been proactive in making contact with local parents of two-year-olds. Families receive clear information in notices and monthly news letters. They are particularly well included when the nursery liaises with a broad range of external agencies and services to securing effective interventions. However, not all records about children's learning are up-to-date so each parent receives full information about their children's achievements and progress. Effective partnership working includes very strong strategies to secure support for children with identified needs. Staff are well aware of the importance of partnership working with other early years providers. They liaise well with other settings to discuss and improve children's progress in learning, including their levels of confidence.

The nursery has effective systems for performance management and the continuous professional development of staff. The owner-manager keeps tight the systems for trainee and staff supervision; as a result, staff have secure understanding of their roles and responsibilities. She effectively monitors their performance so that they feel able and supported to take on extra responsibilities and all engage in additional training to benefit children's learning. The owner-manager employs rigorous and effective systems for self-evaluation; these inform the nursery's priorities and are used to set challenging targets for improvement. She actively seeks views of staff and families, for example, through staff meetings, a parents' questionnaire and children's circle times. She has sought advice from the local authority and willingly acted on this. Management and room staff have implemented all actions from the previous inspection and from monitoring visits. Good engagement with staff, children, parents and carers has enabled the adoption of well focused improvement plans. Future plans include embedding the new systems of planning and assessment, providing policies online and continuing training.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	101517
Local authority	Gloucestershire
Inspection number	813195

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	50
Name of provider	M Hendry & L Gerrard
Date of previous inspection	21/04/2009
Telephone number	01452 864107

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Type of provision

For the purposes of this inspection the following definitions apply:

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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