

# Redhill Robins Day Care Unit

Redhill Primary School, Wrights Avenue, Cannock, Staffordshire, WS11 5JR

## Inspection date

08/01/2013

Previous inspection date

10/10/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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 are forming close attachments and they interact positively with their peers and their key persons. They show they feel safe and comfortable in their environment as they laugh and giggle with those who care for them.
- Children's development is effectively promoted and they make good progress from their starting points. Practitioners have a good understanding of how to promote children's learning through stimulating, challenging activities.
- There is a renewed vigour for achieving quality within the setting. Leaders, the acting manager and staff work coherently as a team to ensure procedures are robust and that there is a greater focus on continuous improvement, achieved through fully effective self-evaluation procedures.
- Partnerships with parents is fostered through two-way communication, to ensure they are fully informed of their child's progress.

### It is not yet outstanding because

- The staff do not always enhance children's interest in their local community by inviting visitors into the setting, such as people who help us, or having opportunities to look at animals in their surrounding environment.

## 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 scrutinised a range of records and documents, such as, attendance registers, policies and procedures, suitability of adults, complaints log, children's assessments and the self-evaluation systems.
- The inspector held meetings with the committee, acting manager, members of staff and also took account of the views of parents and children spoken to on the day.
- The inspector observed activities in both the indoor and the outdoor areas.

## Inspector

Mary Henderson

## Full Report

### Information about the setting

Redhill Robins Day Care Unit opened in December 2002. It operates from a designated unit within the grounds of Redhill Community Primary School, Chadsmoor, Staffordshire. There is suitable access to the building for all users. The group is registered on the Early Years Register. There is a fully enclosed outdoor play space for the children.

The group has systems in place to support children with special educational needs and/or disabilities. The group serves the local and surrounding areas and has close links with local schools. The group is open five days a week during school term time. Sessions are from 9am to 3pm. There are currently 41 children on roll, all of whom are within the early years

age range. Six members of staff and the manager work directly with the children. All staff have a recognised early years qualifications to level 3. The group receive support from the local authority.

### **What the setting needs to do to improve further**

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

- enhance children's interest in their local community, such as their interest in animals in the environment and people who help us, through inviting visitors into the setting.

### **Inspection judgements**

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

The staff provide a broad range of child-initiated and adult-guided opportunities to extend children's learning and development. During spontaneous opportunities the staff encourage the children to think about and describe what they are doing. For example, as they make chalk marks in the outdoor play areas, they add eyes or a nose to their bunny drawings. This supports their communication, language and literacy skills, thereby helping the children to achieve expected levels of development. The staff support children's interests. For example, younger children are still very excited about their family Christmas, so staff encourage their thinking and discussions about what happened at home, what the tree looked like and what Santa may have brought them. Some children have brought in their family presents to show one another. This supports children's skills across a variety of learning areas, including their personal, social and emotional skills. Children's attachments are also supported as they spend time with their peers and their key persons during such times. Children show they feel safe in their environment as they laugh and giggle with those around them. Children's interest in animals and also in their local community, however, is not yet fully fostered. This is because there are missed opportunities to encourage learning through having a range of interesting visitors into the setting.

The staff have developed a good underpinning knowledge of the revised Early Years Foundation Stage. They undertake observations and assessments which are based on children's initial starting points. This leads to the identification of the next steps in their learning and development. These are then used to ensure children are making good progress and to identify any gaps where children may need support. Staff involve parents

in children's learning through discussions and opportunities to provide them with written information about their child's progress both in the setting and at home.

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

The children feel secure because the key person system is effective in helping them to feel confident and happy during their time in the setting. The important resource of time is recognised by the management and staff. For example, the staff provide plenty of time for children to be with one another and their key person. This ensures children develop strong attachments with children and the adults that care for them. Children's skills in self-help are fully promoted because they pour their own drinks and help themselves to cereals and milk when they are ready to. They learn about hygiene through routines as they wash their hands after visiting the toilet, after messy play and before eating. Children's self-esteem is raised consistently because the staff praise them for cooperating in activities, particularly as they tidy away their toys. Conflict is resolved in line with children's developmental stage, because the staff encourage the children to consider the effects of their actions on others. The staff organise various activities for the children to support their physical development. This includes plenty of time being in the fresh air outdoors and using a range of equipment to develop their skills, such as riding their tricycles, climbing and balancing and using water and brushes to 'paint' the shed wall.

The children's transitions are managed well by the staff. There is good liaison between the children's key persons and other parallel provision the children attend. The children's school readiness is fostered because they visit the on-site school. This is further extended through stories about starting school. The staff support children's transitions to school further through encouraging them to independently put on their coats, find their bags and visit the toilet independently. The staffing arrangements are fully effective and ensure close supervision of children so that their needs are met and they are kept safe.

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

Those in charge have made considerable improvements to the setting in the last few months. They clearly understand their responsibilities to meet the requirements of the revised Early Years Foundation Stage and there is an obvious drive for increasing the quality of practice. The inspection took place following information received concerning staff suitability, risk assessment and lack of communication with parents. However, the inspection found that rigorous risk assessments ensure all areas are secure and that suitability checks on all staff caring for the children are vigorously robust. This ensures children's safety and well-being at all times. The renewed vigour of the leadership and the actions of the recently appointed acting manager, has had a positive impact on the provision as a whole. Parents comment favourably about this, how it has impacted positively on their child's care and learning, and highlight the broad range of information they receive about their child as a strength. Leaders, managers and staff work coherently

to ensure ongoing improvement of the provision is of the highest importance, thereby ensuring all children benefit fully from the provision.

Staff are fully informed about the child protection procedures to be followed in line with current policies. Rigorous recruitment and induction procedures ensure that all adults working with children are suitable to do so. All staff receive yearly appraisals and supervision monitoring sessions to identify where support is needed to improve their performance. This then benefits all children on roll. Regular management and staff meetings are held to discuss and review practice. The committee, staff and management have familiarised themselves with the learning and development requirements of the revised framework. This ensures they are able to assess accurately the educational programme, including the planning for children's progress. This further ensures there are no gaps in children's learning and development.

The parents contribute to the initial assessment of children's development and have access to their child's learning journey documents which ensure they are fully informed about their child's achievements and progress over time. Parents are provided with an array of information about their child's experiences in the setting. There are newsletters to inform the parents and a very informative parents notice board in the foyer to keep parents up-to-date with all that is happening within their child's setting. Parents comment on the warm relationships between their child and their child's key person. Parents have free access to the policies and procedures of the setting. Partnership working with other agencies ensures children's needs are identified early and met. The self-evaluation systems in place are robust, and have high levels of impact on the provision as a whole. The drive for improvement is very good. For example, new resources have been added to the provision to challenge and extend children's learning. The improvement plan in place ensures changes benefit all children on an ongoing basis.

## 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

<b>Unique reference number</b>	218212
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	899093
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Redhill Robins Daycare Unit
<b>Date of previous inspection</b>	10/10/2012
<b>Telephone number</b>	01543 502181 or 01543572936

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

